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ABSTRACT

A draft of untested instruments and procedures for evaluating vocational/technical education programs, intended for discussion and use in field tests, is presented. The guidelines, criteria, and evaluation methods presented are divided into two major categories--institutional form and program form. Items within each category are grouped under the following topics: distinguishing characteristics, objectives, and structure and means. Each item is characterized in an initial statement, followed by guidelines for identifying and evaluating the characteristic. Forms for institutional and individual self-evaluation are also included. A glossary of terms and an index are appended. (KM)

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instruments and procedures for the

# evaluation of vocational/technical education

institutions and programs

national study for accreditation of vocational/technical education

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1510 "H" Street, Northwest
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# evaluation of vocational/technical education

institutions and programs

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# Preface

This document represents the culmination of many years of concern and effort on the part of the American Vocational Association for the accreditation of vocational/technical education. The AVA Committee on Evaluation and Accreditation was established in 1963 and has expended considerable effort in laying the foundation for the work here presented.

The AVA is grateful for the grant from the U. S. Office of Education which has made possible the project in which these materials have been developed.

Accreditation in the past has been a function largely concerned with the articulation of education, namely, facilitating the transfer of students from one level of education to another and between institutions with some confidence in the prior preparation received. To this end accreditation has held education accountable for preparing students for further education.

No comparable and balancing force has existed for holding education accountable for preparing students for employment. The present effort is aimed at filling that void. In recent years entry into the world of work has come more and more to demand formal preparation. The need has grown so acute that the U. S. Commissioner of Education has issued a call for all education to focus on career education. Career education proposes that all education at the elementary and secondary level include general occupational information and exploration. Vocational/technical education is that part of career education (or education in general) which specifically prepares persons for gainful employment, and from which students depart prepared for successful entry into the working world.

A logical next step beyond the present study is a study leading to criteria and standards for pre-vocational/technical education to assure successful articulation.

Other logical next steps include the refinement of the criteria and procedures, and studies of the kinds of information and evidence needed to ascertain and document the extent to which criteria are met.

The instruments will need continuing study as they are used to check their validity and comprehensiveness and their applicability in a variety of settings. Because of the reliance that the public places upon accreditation, assurance of validity and comprehensiveness is important. Some means must be found to implement such continuing study. Reliability of individual items will also need to be checked, although overall reliability is more or less built into accreditation by the

three-step process which, as a condition of accreditation, calls for three independent opinions in reasonable agreement that criteria have been adequately met.

The staff of the project is to be commended for having organized the criteria to make explicit a relationship fundamental to evaluation for accreditation. It is a cardinal rule of accreditation that each institution be evaluated in terms of its own objectives, rather than in comparison with other institutions. Such evaluation calls for informed judgments at every step by experienced and recognized vocational/technical educators, with enough representation from the public and from occupational groups to assure public confidence.

My thanks to all who have helped in achieving this milestone in vocational/technical education.

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Thanks are due also to the various state departments of education, the regional accrediting agencies, and the other accrediting agencies who have supplied copies of their standards and procedures, from which the present document has borrowed freely.

Special thanks go to Mrs. Hanne Delgado, who has exhibited great facility in deciphering pencilled notations as the document has moved through many patient re-typings.

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**FIELD TEST:**

# Conditions of Participation

This document is a draft of untested instruments and procedures. It is meant solely for discussion and for use in field tests.

The *Instruments and Procedures* are to be field tested in several schools selected to be representative of different regions, levels, auspices, purposes, and organizational patterns.

Schools in which field tests are conducted will be expected to conduct a self-evaluation using these instruments and procedures, to use the instruments and procedures as instructed or agreed upon with the staff of the National Study, to submit a Self-Evaluation Report, and to pay the travel, subsistence and incidental costs of the on-site visit after the self-evaluation has been completed. Members of the on-site Visiting Team are expected to serve without honoraria, and the National Study will pay the expenses of its own staff members who will serve as observers.

Participating schools will be provided without cost enough copies of the *Instruments and Procedures* for their use in self-evaluation and reporting.

Consultation in the conduct of the self-evaluation study and in the preparation of the self-evaluation report will be provided without cost by the National Study for Accreditation of Vocational/Technical Education. National Study staff will orient school personnel in the use of the *Instruments and Procedures*.

Participating schools will be expected to permit observers from the National Study to maintain close watch over the self-evaluation study, to keep the National Study informed of their schedules so that observers can be present at crucial times, and to share with the National Study their suggestions and comments for improvement of the instruments arising out of their experience in using them.

Under normal circumstances, the self-evaluation study and preparation of the Self-Evaluation Report would likely be spread over a year or longer. However the termination date of the National Study makes it imperative that Self-Evaluation Reports be submitted early in 1972 so that on-site visitations may be scheduled, results of the self-evaluation studies and on-site visits analyzed, and the instruments and procedures revised and reprinted.

The American Vocational Association is not an accrediting agency, and the self-evaluation study and subsequent on-site visit and review will not result in accreditation or in any way affect accreditation of

participating schools.

While accreditation is not involved, participation does provide schools with consultation and instruments that would cost thousands of dollars if the schools had to buy the service independently of the Study.

For the staff of participating schools and for members of the on-site Visiting Teams, participation in the study is an opportunity for professional growth and an in-service development activity of the highest order, as well as an opportunity to make a real contribution to the field and to have a hand in giving it direction.

Wholehearted participation in the field test should be a stimulating and rewarding experience--an exciting venture into helping give shape to the future and bring new prestige and status to vocational/technical education.

It was the intent of the National Study that the *Instruments and Procedures* should be useful to schools as part of their routine evaluative processes, rather than something special and apart from day to day operations. They were meant to aid schools in evaluations demanded by boards and administrators, and to provide for the documentation and substantiation needed in this day of public concern for accountability.

# Introduction

This document was prepared by the National Study for Accreditation of Vocational/Technical Education, a project conducted by the American Vocational Association and funded by the United States Office of Education.

The project aimed at developing evaluative criteria and guidelines for standards and procedures which could be applied to vocational/technical education at all levels regardless of its setting:

1. To provide a means for identifying quality programs for prospective students, their parents, guidance counselors, other institutions, the public, and funding agencies.
2. To enhance the ability of vocational/technical education to meet the nation's manpower needs by maintaining and further improving its status and creating a deeper sense of professionalism among vocational/technical educators.
3. To clarify purposes and objectives of vocational/technical education and promote cohesiveness and self-evaluation in vocational/technical education.

The project Steering Committee recommended developing a statement of characteristics of quality vocational/technical education, and guidelines by which the characteristics could be identified. The group agreed that "*guidelines* provide the means of identifying significant *characteristics* by which to evaluate a vocational/technical institution or program."

On the recommendation of the Committee, two evaluative instruments have been developed, one for programs, and one for institutional elements not included in program evaluation.

The characteristics have grouped themselves rather logically into three parts:

1. *Distinguishing Characteristics*--an itemization of characteristics synthesized from a variety of sources, stating the characteristics that distinguish vocational/technical education within the educational community.
2. *Objectives*--what they are and how well they are stated and used; how suitable they are for the clientele; and how well they are achieved.
3. *Structure and Means* for establishing and achieving objectives: the organization, framework, resources, and processes needed to plan, conduct, and evaluate quality vocational/technical education.

At the present writing, some guidelines are more appropriate to some

institutions than to others. The desired quality of universal applicability has not yet been achieved. The guidelines, therefore, must be interpreted in light of the objectives and circumstances of each institution in which they are used. Some guidelines, for example, will not apply in small, highly specialized, limited-purpose institutions. Provision is made for a rating of "Not applicable."

Each characteristic should be evaluated separately. The guidelines following each characteristic are meant as *aids to analysis*. The rating for each characteristic should *not be a statistical average* of the guideline ratings which follow. Rather each characteristic should be evaluated *in light of* the strengths, weaknesses, and needs revealed by the detailed analysis.

In developing this draft, more than five hundred pieces of literature on accreditation and evaluation have been examined, and meetings and interviews have been held with numerous people. Special consultants have worked with the staff from time to time.

Accreditation up to the present time has tended to be process- rather than product-oriented; that is, closer scrutiny has usually been given to the institutional setting than to the outcomes of the educational process or to the changes that have taken place in persons who have been enrolled. In developing the characteristics and guidelines herein, an attempt has been made to take note of educational outcomes as well as input factors.

It is recognized that the quality of an educational institution cannot be determined on the basis of outcomes alone, because outcomes are determined by many factors of which quality of instruction is only one. The quality of absolute output, for example, may be more determined by an institution's admissions policy than by the quality of its instruction.

Measures of output in themselves carry variable meanings and require interpretation in light of circumstances. Placement, a commonly used measure of output, means one thing in a tight labor market and another during periods of high unemployment; placement in competitive fields is quite different from placement in fields of short labor supply.

The instruments attempt to present some indicators of success regarding quality vocational/technical education. They attempt to present guidelines by which to measure superior teaching. They emphasize placement activities and the follow-up of graduates and school leavers. They attempt to go further in the examination of Advisory Committees than most evaluative instruments have done. They attempt to direct the characteristics and guidelines specifically to vocational/technical education, realizing that it has many unique features.

--- Lane C. Ash, Project Director

# Purpose of the Instruments

Instruments contained herein are meant to be used in the evaluation of vocational/technical education. For purposes of this document, vocational/technical education is defined as that education, under whatever name, which provides training or retraining for entrance, advancement, or upgrading in a specific occupation (or cluster of occupations requiring a common core of preparation).

For purposes of these instruments, vocational/technical education is that education which starts *after* the choice of an occupation and prepares specifically for the chosen occupation.

The instruments make no distinction between secondary and postsecondary vocational/technical education. They are built on the assumption that while content, methods and prerequisites may vary, certain characteristics are common to quality vocational/technical education regardless of setting, level, auspices, or location.

Two basic instruments are included, institutional and program, plus auxiliary forms. The term "program" refers to that portion of an institution's total vocational/technical education offerings which is designed to prepare for entry into a particular occupation or cluster of occupations, or to enhance proficiency in the occupation.

The program form is meant to be used to evaluate each program in the institution. The institutional form is meant to evaluate factors *not included* in program evaluation. Neither form is complete in itself; each is designed to be used in conjunction with the other.

Three major steps are planned for the evaluative process:

1. An in-depth self-evaluation study;
2. An on-site verification or audit by a team of qualified people from outside the institution; and
3. A review by an independent third group, based on evidence in the Self-Evaluation Report and On-Site Visiting Team Report.

The same instruments are used in all three steps, and each step generates information used in succeeding steps.

The three-step approach is designed to meet the needs of accrediting agencies which may wish to use the instruments in the accrediting process, to emphasize the importance of documentation in evaluation, and to provide certain other benefits.

The instruments can be used for self-evaluation without the other steps. However, unconfirmed self-evaluation carries little weight and

provides no means by which to check thinking, interpretations, and conclusions against those of others. The on-site visit and subsequent review bring motivation, confirmation, reduction of bias, fresh ideas, and broader comparability in interpretation of meaning. The relationship with an outside group can be especially useful in helping a school stay on a schedule of planned improvement, if the relationship is sustained with continuing interest and follow-up, as happens in accreditation.

The self-evaluation study should provide staff members with a systematic means of analyzing institutional and program operation and should help them gain new perspective and insights into the various institutional operations and resources open to them. It provides an opportunity for a kind of in-depth study that is otherwise often not possible in the ordinary course of work.

The distinction between the function of the institution and that of the on-site Visiting Team should be clearly understood. Evaluation is a responsibility of the institution itself. The examination by the Visiting Team is in the nature of an audit, rather than evaluation *per se*.

Visiting Team members verify the accuracy of data reported by the institution; they check the extent to which reported data give a full and true picture of actual conditions and operations; they verify the extent to which outcomes coincide with stated objectives and with need; and they check the adequacy of the institution's systems for producing data needed for decision-making, evaluation, and quality service.

Review by a third group helps to bring about comparability in the application and interpretation of instruments, inasmuch as the same reviewing group will normally be reviewing materials from many institutions. By drawing on its broader experience, the review group is also in a position to improve the evaluative instruments and procedures and to resolve any differences of opinion between institutional personnel and on-site visitors.

In practice, differences of opinion usually can be resolved with further study, so that in the end all three groups will be in agreement as to the facts in the case and what needs to be done.

It is the responsibility of the reviewing agency to provide consultation in connection with the self-evaluation; to appoint an impartial and qualified Visiting Team and supervise its activities; and to provide for the evaluation and improvement of the evaluative instruments and procedures. It also arranges for the public certification of findings if such certification is to be made.

The instruments can be used to evaluate parts of an institution, but greater benefit will accrue when they are used in a full-scale institutional and program evaluation, inasmuch as many of the factors contributing to successful vocational/technical education can only be changed at the institutional level. For example, the relationship between an

institution's vocational/technical education component and other parts of the institution is likely to be a determining element in morale and attitudes; institutional policies, practices and support services affect the quality of services programs can render; and the understanding and cooperation of all professional people in the institution is important if related instruction and other services are to be relevant and adequate for their purpose.

The instruments are not meant to be used in "grading" institutions or comparing one institution with another. Rather, each institution judges itself on the basis of how well it meets its own stated objectives, and how well its stated objectives fit the needs it is expected to serve. The instruments differentiate between so-called "product" (objectives and outcomes), and "process" (structure and means employed in the conduct of vocational/technical education).

## INSTRUCTIONS:

# Use of the Instruments

An institution undertaking to use these instruments and procedures to evaluate itself and its vocational/technical education activities will want to do so with the full support and authorization of its governing board.

For the study to be fully effective the cooperation of all concerned should be obtained in advance, and participation should be as broad as possible.

### STEP 1: THE SELF-EVALUATION STUDY

Once the decision has been made to undertake a self-evaluation study, the head of the institution will want to appoint a Steering Committee charged with overall responsibility for the self-evaluation. If possible, he should himself serve as its chairman.

The Steering Committee charts the overall course of the self-evaluation study, appoints working committees to conduct different parts of the study, orients other members of the institutional community to the self-evaluation, outlines a time schedule, and assures that committees have necessary materials with which to work. The Steering Committee or a committee it appoints, must be responsible for assembling and analyzing reports of other committees and preparing a statement of strengths, weaknesses, and plans for improvement from the standpoint of the institution as a whole.

In keeping with the idea of self-evaluation, the people most closely concerned should be involved with the portions of the self-evaluation pertaining to their work. Committees will serve their purpose best if they are broadly representative of the different echelons and parts of the institution concerned so that the self-evaluation can help staff members better understand each other's work and function, and thus result in closer coordination of effort. The exchange of information in broadly representative committees can also help institutional personnel learn about and use more effectively the resources and services the institution provides for them.

The institution may have on its staff people whose duties include evaluation. Their role and their relationship to the self-evaluation study will need to be determined. They should, in any event, be available to committees as resource people.

*WORKING COMMITTEES*

It is desirable to have a working committee for each institutional characteristic and for each program.

It is suggested that committees evaluating institutional characteristics include the people most directly concerned with the characteristic, plus a member of the faculty, administration, student body, and General Advisory Committee.

On program evaluation committees, it is desirable to include the head of the program, an instructor, a "related" instructor, a student representative, the chairman of the Occupational Advisory Committee serving the program, and a member of the school administrative staff. A program alumnus and cooperating employer can profitably be included.

Some people may have to serve on more than one committee. Inasmuch as it is desirable to have administrative personnel and related instructors represented on each program committee, and program personnel on each institutional committee, central coordination of committee memberships and schedules may be necessary. Such coordination is a responsibility of the Steering Committee.

It is suggested that program committees meet once a week and discuss one or two characteristics at each meeting. Less frequent meetings can be used if the time schedule permits. Alternatively, part of the work might be done in a weekend workshop or workshops, as an in-service training activity.

It is desirable to hold periodic meetings at which committees can report briefly to the entire staff and submit completed portions of their written report to the Steering Committee. This procedure helps bring about an exchange of ideas and coordination of effort, and helps assure that committees stay on schedule. Committees should, of course, be free to revise reports in light of later findings. Such revision is likely to be necessary by the end of the self-evaluation study if it has served its purpose of stimulating improvements.

If information is needed beyond that commonly gathered by the institution, committees may need to meet over a period of time and perhaps put in considerable effort in collecting and analyzing data. Plans for any data collection should be coordinated to maximize results, avoid duplication of effort, and assure good relationships with the people who must supply the data.

Each faculty member should study the *Instruments and Procedures* in relation to his or her own work, and should have an opportunity to provide input into reports of those programs or parts of the institution with which he or she is concerned.

After all reports are in, the Steering Committee consolidates and analyzes them, synthesizes findings, and prepares a statement of major strengths, weaknesses, and plans for improvement from the overall institutional perspective. This final report should be presented to the entire faculty for information and concurrence, inasmuch as it represents the culmination of their efforts, synthesizes suggestions for improvement which they will have to implement, and establishes priorities. The report also needs the approval and support of the governing body.

The Report forms a blueprint for institutional improvement and needs to be available to institutional personnel involved in carrying out the plans for improvement. It can serve as a textbook for in-service staff development, and parts or all of the Report can be used to represent the institution before outside groups.

*SUGGESTIONS FOR COMMITTEE MEMBERS*

In using either form:

1. Look through the entire form to gain familiarity with it.

2. Work with *one characteristic at a time*. Evaluate your program or institution in terms of each guideline following the characteristic, using the following code:

M = Major improvement needed. Some crucial weakness or inadequacy.
I = Improvement needed. Weaknesses are of a less serious nature than those coded "M."
S = Satisfactory; adequate.
E = Excellent; very well done.
NA = Not applicable.

[Items that do not apply should be marked "NA" and an explanation made in the *Supporting Evidence* part of the report. The remaining items are marked "M," "I," "S," or "E," according to the committee's collective judgment. In the *Supporting Evidence* the committee should include the evidence on which it based its conclusion, or describe the evidence or the basis of the evaluation. Evaluations of NA, M, I, or E should be explained.]

As you go, make notes as to what the guidelines reveal to you about the program or institution: its major strengths, weaknesses, and needs for improvement. Indicate what plans you have for making improvements.

3. Following the guideline-by-guideline analysis, evaluate the program or institution in terms of the *characteristic as a whole*. This evaluation should *not* be an *average* of evaluations entered after indi-

vidual guidelines, but rather an evaluation *in light* of the strengths, weaknesses, and needs for improvement revealed by the detailed analysis.

4. After evaluating the program or institution in terms of each characteristic, evaluate it *as a whole*, using information revealed by the preceding analyses, and setting forth the major strengths, weaknesses, and plans for improvement.

*INDIVIDUAL SELF-EVALUATION*

No self-evaluation would be complete without an opportunity for each member of the staff to evaluate his or her own contribution to the program and institution and to make known his or her own needs and plans for improving his work.

In addition to the forms for institutional and program evaluation, therefore, a form is provided for individual self-evaluation for each member of the professional staff.

The *Individual Self-Evaluation Form* is designed to encourage individual staff members to analyze their own work in light of the characteristics and guidelines, to stimulate self-development, and to yield suggestions for improving the institution and the self-evaluation instruments and procedures. The form is also a systematic means for collecting and reporting data about the qualifications of the people who make up the institution.

Each member of the professional staff should complete a copy of the *Individual Self-Evaluation Form* and include it with the Self-Evaluation Report submitted to the reviewing agency. The Visiting Team and reviewing agency will be looking at these forms not to evaluate individuals, but rather to note qualifications and functions of the staff *in toto*.

*SUMMARY OF SELF-EVALUATION*

A *Summary of Self-Evaluation* form is included for the benefit of the institution as well as that of the Visiting Team and reviewing agency. The *Summary* permits seeing at a glance the strengths and weaknesses of the institution and highlights areas that need special attention. The form should *not* be used to compare programs within an institution or to compare one institution with another. The evaluations are too subjective for that. Rather, the form should be used to signal a need to take note of areas needing special attention.

## STEP 2: THE ON-SITE VISIT OR AUDIT

Following receipt of the school's Self-Evaluation Report, the reviewing agency appoints a Visiting Team of outside experts. The team visits the school to verify information in the Self-Evaluation Report, to determine the extent to which the Report accurately and fully reflects actual conditions in the institution, to evaluate the institution's systems for conducting valid self-evaluation, to verify the extent to which outcomes correspond with need and with stated objectives, and to supplement the Self-Evaluation Report with additional data and documentation where needed.

The Visiting Team needs to include an expert in each of the occupational areas for which preparation is offered, plus experts in school administration and other specialized areas. It is recommended that at least some of the occupational specialists be practitioners from outside the educational milieu.

Names of proposed members of the Visiting Team are normally submitted to the school well in advance, with the school having the right to reject any of the proposed names.

The Visiting Team chairman calls team members together and orients them to their work. A schedule is worked out and each team member is assigned specific responsibilities in line with his expertise. The schedule needs to include time for preparing subcommittee reports and final reports and for verifying with school personnel any factual elements that are in doubt.

Before the team leaves the school, the team chairman meets with the school head for an exit interview. It is usually left to the discretion of the school head to determine what other people, if any, should be present at the exit interview. The school head will often want the entire school staff present.

The school will need to make available to the Visiting Team a room where the team can meet and work in privacy. The room should be large enough to accommodate the team and should be equipped with desks or tables, chairs, a typewriter or typewriters, chalkboards, pencils, paper, carbon paper, and newsprint pad with water-based felt markers.

The school should not arrange social events for the Visiting Team; the team needs to be free to use its time to compare notes and work on reports. Lunch and dinner meetings are common for this purpose and may be extended.

Each member of the Visiting Team should have a copy of the Program Self-Evaluation Report for the program he is to examine, plus a copy of the Institutional Self-Evaluation Report.

Each instructor should be observed and interviewed if possible. Team members should introduce themselves and observe courteously and unobtrusively. They should set instructors at ease and thank them upon leaving.

The team is not in the school to find fault, but to verify and supplement facts. It is there at the school's own invitation. While exchange of ideas is inevitable and an important by-product of the team's visit, its primary purpose is not consultation with school personnel. It is there to verify the accuracy of information reported in the Self-Evaluation Report; to determine the extent to which the Self-Evaluation Report accurately reflects conditions in the institution; and to determine whether the conclusions reached by the institution appear warranted.

The purpose of the three-step self-evaluation:verification:review procedure is not only to provide a means for self-improvement but also to provide a basis for certifying to the public that the school does meet its stated objectives, and is adequately organized and equipped to fulfill its obligations to its clientele and students.

The team is an agent not of the school, but of the reviewing agency whose responsibility it will be to make any public certification of the school. The reputation of the reviewing agency and the quality of its service to the school and to the public will rest upon the integrity and competence with which it, and its agent the Visiting Team, conduct their work.

A thorough and impartial team examination plus an independent review of findings are benefits the school has a right to expect. Anything less will cause disappointment among school personnel and lead to a discrediting of the process.

*VISITING TEAM REPORT*

On the Institutional Form and Program Form of the Self-Evaluation Report from the school, team members can make light pencil checks of agreement or disagreement with the school's evaluations. Later, after the team reaches consensus, a red check can be put after those evaluations with which the team agrees. When in disagreement with the school, the team can enter its own evaluation in red.

All copies of the Institutional Form and Program Form will be returned to the reviewing agency for subsequent use by reviewers. It will be convenient for the reviewing agency if all copies of the forms that the team uses are marked in red with the team's evaluations. One copy should be marked "Official Team Report" and the chairman should make sure that it is complete and accurate. It will be the permanent file copy.

On separate sheets, the team should report its findings and the factual elements of significance unreported by the school or at variance with those reported by the school. If strengths exist or improvements are needed other than those reported by the school, the report should indicate what they are so that follow-up evaluations in the future can determine whether corrective action has been taken.

There is no need to repeat what the school itself has reported, although it will be helpful to the reviewing agency if the team makes some indication in each instance that it has checked the evidence and agrees with the school.

Copies of the Visiting Team's narrative report should be submitted to the reviewing agency. One will be forwarded to the school head. The chairman of the Visiting Team can arrange for the typing and reproduction, and can include the cost of secretarial service for this purpose in his expense statement.

All copies of the Self-Evaluation Reports and accompanying materials should be returned to the reviewing agency. They will be used, along with the team report, in the review.

To protect against loss in the mails, copies should be mailed in different envelopes at different times, and the chairman should retain a carbon of his report.

The Self-Evaluation Reports and team reports are confidential, containing privileged information, and it is the responsibility of the team chairman and reviewing agency to assure that all copies are accounted for and disposed of as agreed upon with the school.

Members of the Visiting Team must be cautioned that they must regard all information obtained about the school as confidential and privileged and not to be divulged.

*EVALUATION/QUALITY CONTROL/COMPARABILITY*

Immediately following the team's visit, and before receipt of the team's report, the school head should send to the reviewing agency his confidential evaluation of the work of the team, together with his suggestions as to how the examining visit could have been made more effective. The reviewing agency will have a file of people who serve as visiting team members; all of them will have been recommended for their expertise, but some will be more effective than others as visiting team members and the reviewing agency needs to know this. Even though the reviewing agency sends an observer to observe the instruments and procedures in use, and/or to try to improve comparability in the application of the instruments by observing variability in teams, the school's evaluations will provide valuable information. In some instances a special

form may be provided.

*SCHOOL RESPONSE*

Upon receipt of his copy of the Visiting Team Report, the school head should study it and send his reaction to the reviewing agency. Factual elements of the report should have been checked for accuracy at the school by the team, but if any errors do exist, the school head will want to advise the reviewing agency as to what they are. He will also want to report what improvements the school has made or intends to make as a result of the team's visit and its report.

## STEP 3: REVIEW

The third step in the *self-evaluation:verification:review* process is the review. Review of all reports by a single, continuing body is aimed at increasing comparability in the use of the instruments and procedures.

The reviewing agency notes and compensates for variability among Visiting Teams in applying and interpreting the instruments. It observes and evaluates the instruments and procedures in use and improves them. It offers instruction in their use. It watches for and corrects sources of misunderstanding and problems of definition and interpretation. It serves as a central source for receipt of pertinent information to correlate with that reported by teams and schools or to use in improving instruments and procedures. If any public certification is to be made, that, too, is the responsibility of the reviewing agency.

The third step has also the function of increasing the reliability of evaluation, in that the process calls for three independent judgments to be essentially in agreement prior to any public certification.

The school head can expect to receive a report from the reviewing agency itemizing the school's major strengths and weaknesses as perceived by the reviewing agency in light of all evidence from the school, from the Visiting Team, and from any other sources available to the reviewing agency. The report will probably indicate which of the weaknesses, in the opinion of the reviewing agency, are sufficiently serious to interfere with the school's fulfillment of its obligations to its students and clientele.

If accreditation is involved, the reviewing agency will indicate what corrective action, if any, is necessary to achieve accredited status. If the consultative relationship between the reviewing agency and the school has been effective, and if the school is seriously interested in self-improvement and has maintained an appropriately close relationship

with the professional organizations in its field, by the time it comes up for accreditation it should itself have become aware of and taken action to correct any weaknesses that would seriously interfere with achieving accredited status.

One of the characteristics of a good vocational/technical school, as indicated herein, is that it does have adequate systems for evaluating itself, feeding back evaluation results, taking corrective action, and re-evaluating in a self-correcting, self-improving process.

*RIGHT OF APPEAL: "DUE PROCESS" CONSIDERATIONS*

Even with all parties participating in good faith, there may occasionally be instances in which disagreements arise with regard to the granting or withholding of accreditation. Inclusion on a list of *bona fide* accredited schools has value which can be computed in monetary terms. This was true even before 1952 when legislation first made certain Federal benefits contingent on accreditation by a recognized accrediting agency. Since then a variety of Federal benefits have been made dependent upon accreditation, forcing on it a quasi-governmental status.

In recent years there has been inclination on the part of some schools to contest any delay or failure in achieving accredited status. The best available legal opinion is that so long as standards are equitably applied and procedures give schools adequate safeguards, the courts will not interfere with the decisions arrived at by the accrediting agencies.

If a school disagrees with a decision of an accrediting agency, it normally has the right to appeal to the accrediting agency.

Institution, Location:

I

Pilot Test Edition 12-71

# INSTITUTIONAL FORM

## instruments and procedures for the evaluation of vocational/technical education institutions and programs

THIS FORM IS DESIGNED TO BE USED IN CONJUNCTION WITH THE PROGRAM FORM OF *Instruments and Procedures for the Evaluation of Vocational/Technical Education Institutions and Programs*. NEITHER FORM IS COMPLETE IN ITSELF.

**national study for accreditation of vocational/technical education**

AMERICAN VOCATIONAL ASSOCIATION
1510 "H" Street, Northwest
Washington, D. C. 20005

EVALUATION CODE:

M = Major improvement needed. Some weakness(es) of crucial nature.
I = Improvement needed. Weaknesses are of a less serious nature than those coded "M"
S = Satisfactory; adequate
E = Excellent; very well done
NA = Not applicable

# INSTRUCTIONS:

GENERAL

1. Obtain any needed clearances from school administrators and governing body.

2. Appoint a Steering Committee to oversee and coordinate the Self-Evaluation study.

3. Keep advisory committees and school personnel informed and involved.

4. In consultation with the reviewing agency:
   a) Decide program clusters, and
   b) Plan for the Visiting Team visit.
   (A report and Visiting Team specialist will be needed in each program area.)

5. Set up committees for programs and institutional characteristics. Give working copies of this document to committee members; provide reference copies for other members of the school community.

6. Give committee members time to skim the whole document and study assigned parts. Then hold a meeting to let them ask questions and coordinate their work.

7. Give committee members time to assess what evidence is available and what further data are needed as background for the evaluation. Hold another meeting to report data needs and plan data collection efforts.

   (If students are to help in data collection, plan how such participation can further the career objectives of each.)

8. Prepare each committee report in two stages:
   **First**, as the basis for planning improvements; and
   **Secondly**, to include the report of improvements made or planned.

9. Hold periodic meetings to report progress. Include all school personnel, to keep them informed and involved in implementing improvements.

10. Submit committee reports to the Steering Committee, to be analyzed and synthesized into the Institutional Self-Evaluation Report.

11. Forward the Institutional Self-Evaluation Report to the reviewing agency. The reviewing agency will advise how many copies are needed.

TO COMMITTEE MEMBERS:

12. Skim the whole document. Then study your part and the pages entitled "Institutional Self-Evaluation Report."

13. Study the guidelines under each characteristic. Make notes as to what evidence is available or needed to make or substantiate your evaluations. The guidelines are meant as **aids** in analyzing institutional characteristics.

14. Collect and analyze whatever data you need. Coordinate your data collecting with other committees to permit broader-scale efforts and results.

15. **For each characteristic**, list the strengths and weaknesses revealed by the detailed analysis. Indicate what improvements are needed, planned, or in progress.

16. Involve co-workers. Seek their co-operation in planning and implementing improvements.

17. On the basis of the detailed analysis and assembled evidence, evaluate the institution in terms of the characteristic **as a whole**. Use the code shown. The evaluation should not be a statistical average of the evaluations entered after individual guidelines, but rather an evaluation in light of strengths and weaknesses revealed by the detailed analysis.

18. Prepare your report and submit it to the Steering Committee. Describe or include the evidence on which you based your evaluations, especially that requested under "Institutional Self-Evaluation Report."

TO STEERING COMMITTEE:
(See also instructions under "Institutional Self-Evaluation Report")

**After all committee reports are in--**

19. Review the reports to be sure they are complete and that opinions are substantiated by appropriate evidence.

20. Consolidate data from program reports into charts and graphs for easy reference, insofar as possible.

21. Analyze data in program reports and reports of institutional characteristics.

22. In a brief statement--
    a) List the chief strengths and weaknesses of the institution **as a whole**, as revealed by the detailed analysis.
    b) Indicate what improvements are needed, planned, and in progress for the institution as a whole.
    c) Using the evaluation code, give an evaluation for the institution **as a whole** in light of findings from the detailed analysis.
    d) Indicate what follow-up action will be taken to:
        1) Assure implementation of needed improvements at all levels; and
        2) Incorporate at all levels any data collection, feedback, and evaluation systems needed on a routine, continuing basis.

23. Submit the desired number of copies of the Institutional Self-Evaluation Report to the reviewing agency.

24. Submit with the report the evidence on which evaluations were based, or keep it ready for the Visiting Team (as agreed with the reviewing agency).

25. Follow up to be sure that at all levels--
    a) Plans for improvement are being implemented, and
    b) Appropriate data collection and evaluation systems are in operation.

26. Provide some effective means of showing appreciation to personnel who participated in the self-evaluation and in implementing improvements.

    (Appreciating thoroughness in finding weaknesses and in trying to implement improvements is basic to bona fide self-evaluation. Weaknesses will be hidden if their revelation elicits criticism, and the purpose of self-evaluation will be defeated.

# Distinguishing Characteristics

Vocational/technical education is part of the total educational picture in the United States. Its function is enabling people to prepare for the work of their choice, or to improve their competency in their chosen occupation. Vocational/technical educators must be thoroughly familiar with the needs of the labor market and with the requirements of the occupations for which preparation is given. While they work within the framework established by labor market needs and occupational requirements, their emphasis is upon increasing the options open to people, and helping people to a fuller realization of individual potential.

Within the educational complex, vocational/technical education is clearly marked by certain identifying characteristics. It is distinguishable not by content, but by intent; not by methodology, but by its practicality; not by its breadth, but by its ties with the working world.

If vocational/technical education is to *be* vocational/technical education--that is, if it is to perform its intended function as the link between man and work--these fundamental, distinguishing characteristics must be present. The user of this document must keep these characteristics in mind as underlying everything said in succeeding parts.

## CHARACTERISTIC

| *The institution's vocational/technical education exhibits the characteristics that identify and distinguish vocational/technical education.* | EVALUATION: ..... |
|---|---|

## GUIDELINES

1. Vocational/technical education:
   - a. Prepares peoples for initial employment; .....
   - b. Retrains those in the process of changing occupations; and/or .....
   - c. Provides training supplementary to the daily work of the employed. .....

2. Vocational/technical education is:
   - a. *Specific.* It improves the efficiency of an individual in a specific occupation, either as preparation for employment or supplementary to employment. .....
   - b. *Selective.* It is directly related to actual occupational requirements. .....

..... c. *Practical.* The necessary skills and knowledge of a particular occupation are taught and learned in their practical and appropriate application to the work.

..... d. *Immediately applicable.* It is timed and organized so that the learner can apply it at the time it is learned to useful and productive work in a specific occupation.

..... 3. Vocational/technical education is directly related to employment opportunities.

..... 4. Vocational/technical education develops to a *marketable* degree *all* the abilities required by the occupation, such as technical knowledge and skills; manipulative skills; work habits; communication skills; human relations skills; and the ability to reason, to solve problems, to think independently, and to make judgments necessary for employment in the chosen occupation (Breadth and depth of instruction).

..... 5. Vocational/technical education is planned around the students' occupational objectives.

..... 6. Effective placement and follow-up of students who finish or leave is an integral and continuing part of vocational/technical education.

..... 7. Continuous research and evaluation are integral parts of vocational/technical education, including surveys of clientele needs for occupational preparation, surveys of manpower needs (i.e. employment opportunities), occupational analyses, and student follow-up.

*CLIENTELE--INCLUSIVE, NOT EXCLUSIVE*

..... 8. Instruction is offered to all persons who need, desire, and can profit from it occupationally.

*PROGRAMS OFFERED (OCCUPATIONS TAUGHT)*

..... 9. The choice of program offerings is based on surveys of population needs for occupational preparation and on surveys of job availability (manpower surveys).

*CURRICULUMS*

..... 10. The curriculum in each program is based on an analysis of the requirements of the occupation.

..... 11. The content of courses is kept current with occupational practice by means of periodic analyses of the occupations for which the training is being given.

12. The courses for a specific occupation are developed, maintained, and evaluated with the advice and cooperation of representatives of the occupation, both employers and practitioners. .....

*METHODS OF INSTRUCTION*

13. Learning in vocational/technical education is based on direct experience rather than vicarious experience (participating and doing rather than hearing and reading about). .....

*FACILITIES; CONDITIONS*

14. The facilities and equipment used in instruction are comparable to or compatible with those found in the particular occupation. .....

15. The conditions under which instruction is given duplicate as nearly as possible desirable conditions in the occupation itself. .....

16. The length of teaching periods and the total hours of instruction are determined by the requirements of the occupation and the needs of the students. .....

17. Day and evening classes are scheduled at hours and during seasons convenient to enrollees. .....

*INSTRUCTOR QUALIFICATIONS*

18. Instructors:
    a. Are competent and experienced in the occupation taught; and ..... 
    b. Have been recommended by leaders in the occupation. .....

# Philosophy and Objectives

Vocational/technical education is judged in light of how well it meets its stated objectives, and how well the stated objectives fit the needs of the people to be served. At the institutional level, objectives are concerned with defining the institution's responsibility as to clientele and needs to be served, services to be provided, and occupations to be taught. They grow out of population and labor market need surveys, and are limited by the institution's mandate or charter and available resources.

## CHARACTERISTIC

*The vocational/technical education philosophy and objectives of the institution are well-defined and properly stated and used. They adequately reflect the institution's purpose.*

EVALUATION: .....

## GUIDELINES

1. The institution publishes a clear statement of its philosophy and objectives for vocational/technical education. .....

2. The statement is included in the school's catalog and is distributed to students, school personnel, and the public. .....

3. The institution's various objectives are consistent and compatible with each other and with the institution's purpose and mandate or charter. .....

4. The statement of objectives describes the clientele to be served and delineates the school's responsibility for serving component groups such as: .....
   a. Secondary school youth .....
   b. Postsecondary school youth .....
   c. Unemployed and under-employed out-of-school youth .....
   d. Unemployed and under-employed adults .....
   e. Employed youth and adults .....
   f. Women/men .....
   g. The handicapped .....
   h. The disadvantaged .....

5. The statement of objectives clearly indicates occupations for which preparation will be offered, level of preparation required for participation, and occupational level to be achieved by satisfactory participation. .....

6. The statement of vocational/technical education philosophy and objectives describes:
   ..... a. Services to be provided.
   ..... b. The scope of responsibilities of the school, including responsibility for remedial education.
   ..... c. Expected outcomes, including expected social and economic impact.

..... 7. Vocational/technical education objectives are stated in measurable performance terms that lend themselves to specific determination of the degree to which they are being realized in the school.

8. The objectives are stated in such a manner that:
   ..... a. Students and the public can understand them.
   ..... b. They enable potential students to determine whether or not the school's objectives are compatible with the students' own occupational objectives.
   ..... c. They give direction to the institution's vocational/technical education planning and activities.
   ..... d. They enable the public to determine the extent to which the institution can be expected to serve community need.

..... 9. The means through which philosophy and objectives are to be realized are described in the published statement.

..... 10. Objectives are realistic in terms of capability for achieving them; or, conversely, the capability exists for achieving objectives.

..... 11. The statement of objectives clearly differentiates between what the institution realistically expects to do and what it feels ideally it should be doing; it includes an evaluation of what is not being done as well as of what is being done by the school.

..... 12. An objective of vocational/technical education is to prepare individuals for initial employment, to improve the occupational competency of employed individuals, and/or to prepare individuals for a change of occupation.

13. Objectives include provision for:
   ..... a. Taking active steps to bring vocational/technical education services to people who need them.
   ..... b. Continuing the education of former students.
   ..... c. Discontinuing preparation for occupations in which employment opportunities no longer exist.
   ..... d. Maintaining quality control over institutional offerings and services.

..... 14. Objectives other than preparation for the world of work are clearly stated and their relationship to occupational preparation objectives indicated. The objectives reflect adequate provision for students who wish concentrated preparation for work.

15. The philosophy and objectives indicate a respect for the right of students to set their own occupational objectives and to select those institutional offerings compatible with their own career objectives. .....

16. The statement of philosophy and objectives gives evidence of commitment to vocational/technical education on the part of the governing body and the administrator of the institution. .....

17. Staff, students, and constituency are consulted and involved in developing and revising the statement of philosophy and objectives.

18. The statement of philosophy and objectives is examined and revised periodically to keep it accurate and current. .....

19. The statement of philosophy and objectives expresses the institution's intent to measure and to prevent insofar as possible undesirable unplanned outcomes of the vocational/technical education process. .....

## THE SCHOOL COMMUNITY:

# Matching Objectives to Need

Vocational/technical education is judged in light of its own stated objectives and philosophy, and these in turn can be evaluated only in light of their appropriateness for the community and population to be served and their consistency with the broad principles of American democracy.

Vocational/technical education takes cognizance of the characteristics, needs, and resources of the community to be served in order 1) to be of high quality, 2) to serve the needs of all people who need to upgrade their skills or learn new ones, 3) to be realistic in light of actual or anticipated opportunities for gainful employment, and 4) to be suited to its clientele's needs, interests, and ability to benefit from training.

CHARACTERISTIC

EVALUATION:

..... *Philosophy and objectives are appropriate to the needs of the clientele; compatible with the institution's purpose; consistent with the principles of the larger society; and realistic in light of existing or anticipated job opportunities, job requirements, and the people in the community who need vocational/technical education to secure, hold or advance in jobs.*

GUIDELINES

..... 1. The objectives are based on an analysis of the vocational/technical education needs of the clientele the institution is expected to serve.

..... 2. The objectives are based on an analysis of manpower needs and job opportunities available to the clientele the institution is expected to serve.

3. The school has evidence as to the extent of need of each of the following groups in its clientele and the objectives indicate the extent to which the needs will be served:

..... a. Secondary school youth
..... b. Postsecondary school youth
..... c. Unemployed or under-employed out-of-school youth
..... d. Unemployed and under-employed adults
..... e. Employed youth and adults

f. Women .....
g. The handicapped .....
h. The disadvantaged .....

4. The institution's stated vocational/technical education philosophy and objectives are appropriate and realistic in light of:
   a. Employment needs of people the institution is expected to serve. .....
   b. Needs for up-graded or up-dated occupational skills. .....
   c. Population trends. .....
   d. State, local and national manpower needs. .....
   e. Trends in occupational requirements. .....

5. To keep its vocational/technical education objectives realistic and compatible with need, the institution systematically obtains and uses reasonably current data about such factors as:
   a. The occupational status of adults and out-of-school youth in the clientele to be served, including the nature of employment, the amount of unemployment and under-employment, and sources of employment and employment opportunities available to the clientele.
   b. Employment opportunities for the institution's students, graduates, and early leavers.
   c. Labor market needs and trends affecting employment and employability of the clientele.
   d. Physical and economic characteristics of the community affecting institutional resources or clientele participation, such as physical size, economic base, natural resources, tax base and transportation facilities.
   e. Characteristics of the clientele, such as total numbers; age, race and ethnic composition; languages spoken; income; and educational status, particularly as regards employment skills.
   f. Extent and nature of other means available to the clientele for obtaining employment skills. .....

6. For long-range planning of objectives, the institution has projections of trends and changes affecting the clientele, such as population movements, changes in socio-economic conditions, and changes in employment opportunities and requirements. .....

7. The institution has projections anticipating the effects of its own and other community vocational/technical education programs on community characteristics and takes the projections into consideration in long-range planning of objectives. .....

8. Data are available to show trends in a) characteristics of students served, b) services rendered, and c) the extent to which services are meeting clientele needs. .....

9. In identifying and meeting vocational/technical education needs, the institution coordinates its efforts with those of other community agencies and institutions such as:
    a. Economic planning agencies
    b. Agencies administering manpower programs
    c. Employment services
    d. Welfare services
    e. Other vocational/technical education institutions
    f. Other educational institutions

## ACHIEVEMENT OF OBJECTIVES:

# Indicators of Success

CHARACTERISTIC

*Stated vocational/technical education objectives are reasonably well achieved. The institution is recognized for its ability to attract people in need of occupational skills, to develop students who are occupationally competent, and to meet the vocational/technical education needs of all members of its clientele.*

- *° A high proportion of leaving students are satisfactorily placed in the occupation for which they prepared.*
- *° Negative (unplanned, undesirable) outcomes are avoided.*

OVERALL EVALUATION: .....

(PLACEMENT: .....)

(NEGATIVE OUTCOMES: .....)

GUIDELINES

1. There is evidence that the institution achieves its stated vocational/technical education objectives. .....

2. The school has evidence that a high percentage of students admitted into vocational/technical education achieve the objectives for which they enrolled. .....

3. The institution routinely collects, analyzes, and disseminates data showing how well its and its *students'* vocational/technical education objectives have been met. Such data are made publicly available and are provided to potential enrollees. .....

4. The institution routinely collects, analyzes, and publishes data showing how well it is carrying out its purposes and mandate with respect to meeting the vocational/technical education needs of all members of its *clientele*. .....

5. Data for 1,2,3, and 4 above are of such nature and quality that they do in fact furnish evidence of how well vocational/technical education objectives have been met, and provide a basis for maintaining and improving quality of vocational/technical education services. .....

6. There is evidence that the school can reasonably be expected to continue to meet its stated objectives for the foreseeable future. .....

..... 7. The school is successful in avoiding negative outcomes of vocational/technical education.

*INDICATORS OF SUCCESS* of a vocational/technical education institution may include such factors as the extent to which:

a. Graduates obtain, hold, and advance in jobs related to their field of preparation.
b. The institution has a demonstrable impact on social and economic conditions in the community, such as:
   - Rate of employment and under-employment.
   - Earnings of former students.
   - Increased revenues from taxes of former students, and reduced welfare rolls.
   - Quality and quantity of services available in the community.
   - New industries attracted in part by the presence of the institution.
c. Graduates feel their preparation has been relevant to employment needs.
d. Employers feel graduates have been well prepared for their jobs.
e. Graduates are satisfied in their jobs.
f. Leaving students indicate that their vocational/technical education objectives have been met.
g. Former students return for education to upgrade their skills and technical knowledge.
h. Employers, particularly employers of former students, continue to seek graduates.
i. The school enjoys a favorable reputation in the lay community and among employers.
j. Former students refer potential students to the institution.
k. Students' total school achievement is favorably affected by their vocational/technical education experience.
l. Students are aware of the school's continuing interest in them.
m. The school has a good reputation among peer institutions.
n. Former students are active in the community in support of budget requests and elections.
o. The school is supported by its community in such ways as:
   - Passing bond issues.
   - Making gifts of equipment and instructional supplies.
   - Supplying instructors with information, literature, and documents.
   - Sharing training materials.
   - Accepting school personnel and students for training purposes.
   - Assisting in securing competent instructors.

*NEGATIVE OUTCOMES* and indices of negative outcomes include:

a. Physical injury
b. Failure
c. Withdrawal*
d. Absenteeism*
e. Tardiness*
f. Behavior problems
g. Poor social adjustment
h. Placement in programs not chosen by student
i. Expressed dissatisfaction of:
   - °students
   - °graduates
   - °employers
   - °parents
   - °clientele
j. Stigmatization of vocational/technical students
k. Unsatisfactory job performance of graduates
l. Inability of graduates to obtain or hold a job in field of preparation
m. Poor placement rate

---

* Withdrawal, absenteeism, and tardiness are not in and of themselves indicators of negative outcomes. Rather, they call for explanation. They may on occasion reflect desirable outcomes such as satisfactory employment and education continued in spite of conflicting work schedules.

# Delivery Systems

## CHARACTERISTIC

*The delivery system for vocational/technical education includes all modes of delivery and all learning situations required to achieve the desired results and to reach and serve all members of the institution's clientele who need its services. The auspices and mode of rendering service are compatible with high quality, reasonable cost, and flexibility in adapting to changing occupational conditions and to individual student characteristics, interests, and ability to benefit from training.*

*The delivery system in public institutions reflects their charge to provide occupational instruction and supportive services to all persons of all ages who need and can benefit from them, in the community served.*

EVALUATION:

## GUIDELINES

1. There is evidence that the following factors have been taken into consideration in determining the mode of delivery of vocational/technical education services: .....
   a. Acceptability to clientele. .....
   b. Effectiveness in developing job competency and job compatibility. .....
   c. Ease of transition from school to employment. .....
   d. Availability of existing delivery systems. .....
   e. Efficiency (time required by different modes of delivery for developing the same degree of competency). .....
   f. Cost. .....
   g. Flexibility (ease of phasing in and out; ease in adapting to changes in labor market conditions and to differences in individual needs, abilities, and circumstances). .....

2. A variety of modes of delivering vocational/technical education services are being explored and used to assure high quality service acceptable to and suited to the clientele, such as:
   a. Institutional and on-the-job training
   b. Cooperative programs
   c. Relevant work-study programs
   d. Apprenticeship programs
   e. Employer sponsored training programs
   f. Programmed instruction, alone or in combination with other means of instruction

g. Correspondence study, alone or in combination with other means of instruction
h. Training in skill centers
i. Televised instruction and other innovative approaches
j. Concentrated- and spaced-time approaches, such as weekend workshops
..... k. Contracts with existing instructional facilities

3. To meet needs of the clientele the institution offers a sufficient variety of programs and services, such as:
   a. Preparatory programs
   b. Supplementary programs for employed workers
   c. Short-term courses to accomplish a particular limited objective
   d. Supervisory training programs, both in-school and in places of employment
   e. Management training
   f. Programs teaching English as a second language
   g. Instruction in correctional and other institutions to assist inmates in obtaining suitable employment upon release
   h. Programs for persons who have recently been, or will shortly be, separated from military service
   i. Vocational rehabilitation programs for the handicapped
   j. Programs for persons who are unemployed, in danger of becoming unemployed, or employed in low-paying jobs
   k. Communication and job-hunting skills training
   l. Programs for minority groups and the disadvantaged
   ..... m. Instruction conducted in the students' native language

..... 4. Data as to expected and actual cost and results of various modes of delivery are available and have been utilized in planning and evaluating modes of delivery.

..... 5. The range of programs offered is sufficient to serve the full range of abilities represented in the clientele.

..... 6. Means for carrying out objectives are consistent with established principles of learning and human development.

7. The delivery system(s) includes all functions necessary to achieve the desired results, including:
   ..... a. Population needs analysis
   ..... b. Promotion, outreach, and student recruitment
   ..... c. Guidance, counseling, placement, and follow-up
   ..... d. Job market (i.e. job availability) analysis
   ..... e. Occupation performance requirements analysis (job analysis)
   ..... f. Program planning and review
   ..... g. Course development and improvement
   ..... h. Resource development
   ..... i. Instruction (shop, related, and occupational theory)
   ..... j. Evaluation, reporting, and testing

**MANAGEMENT:**

# Organization; Governing Body

CHARACTERISTIC

*The institution is effectively organized to facilitate the instructional process and fulfill its vocational/technical education objectives. It is ethical in all relationships with individuals and other institutions.*

EVALUATION: .....

GUIDELINES

1. The institution is legally authorized to conduct vocational/technical education. .....

2. The institution has a duly constituted governing body, legally responsible for the operation of the institution. .....

3. Names, addresses, terms of office, and biographical sketches of members of the governing body are included in the catalog of the institution. .....

4. There is provision for representativeness and continuity of membership of the governing body. .....

5. The governing body approves written policies for institutional operation, which policies demonstrate its commitment to and support of vocational/technical education. .....

6. The governing body appoints an administrator who has authority and responsibility for the day-to-day operation of the institution, and who has demonstrated his commitment to vocational/technical education. .....

7. The governing body maintains clear lines of demarcation between its authority and that of the administrator of the institution. .....

8. The governing body has a written and comprehensive code of regulations for steps used in determining its policies, organization, and procedures. .....

9. The governing body holds regular meetings at stated times to carry out its declared functions. .....

10. The governing body functions only when in official sessions. .....

11. Meetings of the governing bodies of public institutions are open to the public and minutes of the meetings are available to the public. .....

..... 12. The governing body makes provision for institutional and program evaluation on a continuous basis, including evaluation of its own role and function, and including an audit of the evaluation by outside examiners.

..... 13. The governing body authorizes the preparation of an annual budget and conducts open sessions to facilitate its presentation.

..... 14. The governing body makes provisions for periodic financial audits by impartial outside auditors.

..... 15. The governing body protects faculty, other staff members, and students from exploitation.

..... 16. The organizational structure of the institution reflects its recognition of its most important mission as the growth and development of its students into occupationally competent, effective citizens.

..... 17. The institution does not refer to itself as "accredited" unless a) it indicates by what agency or organization it is accredited, and b) the accrediting agency is one which is listed as a nationally recognized accrediting agency by the U. S. Commissioner of Education.

## MANAGEMENT:

# Administration

"Educational administration is the process of planning, organizing, and operating an educational activity for achieving the objectives of the activity. There must be some organized manner for allocating the financial, material, and personnel resources which are available to an activity. There must be some method of developing policy, coordinating activities, and assessing the achievements of the use of these resources in relation to the goals of the activity. This process is administration."*

CHARACTERISTIC

| *Administrative functions are effectively discharged and facilitate the achievement of the institution's vocational/technical education objectives.* | EVALUATION: ..... |
|---|---|

GUIDELINES

1. The chief administrator of the institution exhibits commitment to, and an appreciation for, vocational/technical education and acts to create an atmosphere conducive to good vocational/technical education instruction and supervision. .....

2. The chief vocational/technical administrator reports to and is directly responsible to the head of the institution, to the local education agency, or to the governing body; his position is not less than that of any other administrator at the same organizational level. .....

3. Lines of authority within the organization are clearly established. .....

4. Appropriate administrative authority is delegated in order that responsibilities may be discharged effectively. .....

5. Effective communication, both horizontal and vertical, is maintained throughout the organization; there is good communication between vocational/technical education personnel and the rest of the institutional community. .....

6. The chief administrator of the institution publishes and distributes within the institution necessary policy manuals and documents delineating operating procedures. .....

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* J. Chester Swanson. "Criteria for Effective Administration of Vocational Education." *1970 Convention Proceedings Digest* (Washington, D.C.: American Vocational Association, May, 1971), p. 98.

..... 7. The chief vocational/technical education administrator is authorized to establish and does establish administrative councils, faculty committees, student groups, and groups representative of the community, and communicates with them in matters that affect them.

..... 8. Administrative, supervisory, and instructional staff meet periodically to review, discuss, and modify operating practices relating to vocational/technical education.

..... 9. The chief administrator and the chief vocational/technical education administrator are knowledgeable about the State Plan for vocational/technical education and applicable federal and state laws and regulations.

..... 10. The chief vocational/technical education administrator has the ability to create harmonious and effective working relationships among the vocational/technical and other institutional personnel.

..... 11. The environment or "climate" of the institution is favorable to achieving vocational/technical education objectives.

12. The chief administrator and/or chief vocational/technical administrator exerts leadership in activities which involve:

..... a. Assessing needs for vocational/technical education.
..... b. Defining the institution's vocational/technical education objectives and stating them in measurable terms.
..... c. Coordinating and focusing school efforts to meet vocational/technical education objectives.
..... d. Measuring and publicly announcing the extent to which vocational/technical education objectives have been achieved.
..... e. Assuring that acceptable criteria for measuring learner performance have been prepared and are being implemented.
..... f. Interpreting vocational/technical education to the community by regularly dispensing information about programs and services offered; about vocational/technical education students and staff; and about successes and limitations of vocational/technical education in the school.
..... g. Seeking and utilizing all available sources of funds and other resources.
..... h. Involving staff, students and community representatives in decision-making.
..... i. Consulting with staff in determining their needs for in-service improvement.
..... j. Planning and providing resources for programs of in-service improvement and professional growth of faculty and staff.
..... k. Encouraging study and use of methods and materials to expedite learning and give greater assurance of achieving the desired outcomes.
..... l. Encouraging participation in vocational/technical education.
..... m. Recruiting students from among the clientele.

n. Arranging such remedial education as is needed for successful participation in vocational/technical education. .....
o. Planning and providing resources for systematic student placement and follow-up activities. .....
p. Allocating resources needed for successful vocational/technical education. .....
q. Actively seeking community involvement and support. .....
r. Utilizing a vocational/technical education General Advisory Committee and an Occupational Advisory Committee for each vocational/technical education program. .....
s. Consulting with Advisory Committees for purposes of improving vocational/technical education and services. .....
t. Providing for on-going evaluation of vocational/technical education offerings and outcomes, program objectives, content and outcomes, and student performance. .....

13. Staff members are effectively organized to fulfill the vocational/technical education objectives of the institution. .....

14. An organizational plan exists which clearly defines and specifically assigns duties and responsibilities to each member of the staff. .....

15. Vocational/technical education staff, including instructors and supervisors, are involved in such schoolwide decision-making activities as program planning, policy formulation, and public information projects. .....

16. The chief administrator and vocational/technical education administrator are aware of faculty needs and provide necessary time and resources for:
    a. Planning .....
    b. Preparation of teaching-learning materials .....
    c. Periodic evaluation of student performance .....
    d. Evaluation of teaching in terms of student progress .....
    e. Attendance at faculty meetings and participation in faculty projects .....
    f. Attendance at appropriate professional meetings .....
    g. Participation in activities for in-service growth and improvement .....
    h. Instructor involvement in placement and follow-up activities .....

17. A planned program of staff development is in operation. .....

18. For all programs of staff development:
    a. Desired outcomes are clearly defined and described in cooperation with the participants. .....
    b. An evaluation process is cooperatively developed to determine if the levels of performance expected have been achieved. .....

19. The staff development program includes provisions for up-dating and up-grading both occupational and professional skills. .....

..... 20. Budgets, schedules, and staffing include provisions for staff development activities.

21. In-service training includes instruction in:

..... a. How to use Advisory Committees effectively
..... b. How to work with labor and employers
..... c. How to make occupational analyses
..... d. How to write performance objectives
..... e. How to measure student performance in terms of each student's career objectives.

..... 22. If the area is bilingual, the staff development program prepares and teaches counselors and others to use the language of the people to be served.

..... 23. Administrators participate in in-service training activities to enable them to select and develop competent personnel and to recognize and insist upon competency of instructors and supervisors.

# MANAGEMENT:

# Staff

CHARACTERISTIC

| *The staff is adequate to fulfill objectives and carry out all needed functions.* | EVALUATION: ..... |
|---|---|

GUIDELINES

1. Positions in the institution have been identified and established in light of functions needed to carry out the institution's vocational/technical education objectives. .....

2. Adequate personnel are employed to enable the institution to carry out necessary functions in connection with vocational/technical education, including:
   a. Public relations; public information .....
   b. Student recruitment .....
   c. Placement and follow-up .....
   d. Guidance and counseling .....
   e. Research and surveys as to population and labor market needs .....
   f. Occupational analyses .....
   g. Coordination of community resources including cooperative work study positions .....
   h. Evaluation .....
   i. Institutional/program/course planning; determining and stating objectives .....

3. The institutional community has been involved in establishing staffing patterns. .....

4. Staffing patterns are known and understood by members of the institution. .....

5. Position descriptions are available and kept up-to-date. .....

6. Established positions are filled promptly. .....

7. Each instructor has an equitable teaching load and schedule. .....

8. Well-defined and equitable procedures exist for the release of personnel. .....

..... 9. Personnel policies and institutional environment contribute to staff retention and effectiveness (salary, leave, retirement, working conditions, staff-administration relationships, work load, etc.).

..... 10. The number of instructional and supportive staff is adequate in consideration of:

a. Number of students enrolled
b. Frequency of admissions
c. Total teaching and non-instructional responsibilities of the faculty (such as: clubs, athletics, cooperative work-study)
d. Number and type of programs
e. Desirable instructor-student contact
f. Nature of instruction (laboratory/practical/classroom/work-study)
g. Number of work stations
h. Methods and materials used in instruction
i. Number and location of private and public facilities where students receive practical training
j. Nature of the student body (secondary, postsecondary, adult, residential)

*STAFF QUALIFICATIONS*

11. Staff members are qualified and competent for the responsibilities of the positions they hold; they:

..... a. Are considered competent by the appropriate Occupational Advisory Committee.
..... b. Have an appropriate background of professional preparation in vocational/technical education.
..... c. Have had practical paid experience in the world of work.

12. Instructional, supervisory, and administrative staff:

..... a. Communicate effectively with employers, organized labor, and others in the community.
..... b. Are dedicated to the institution's vocational/technical education objectives.
..... c. Show an awareness of the needs of the community.
..... d. Exhibit a concern for the needs of individual students.
..... e. Accept current philosophy and practices in vocational/technical education as evidenced by providing training and retraining for all persons, expanding course offerings to include new and emerging occupations.
..... f. Maintain active membership in relevant professional organizations and attend relevant professional meetings.
..... g. Participate in a continuing program of self-improvement.

..... 13. Instructors, coordinators and supervisors have demonstrated competence in the occupational or subject matter area taught.

14. Shop instructors have had paid work experience in the occupation taught, and are recognized as competent in the occupation. .....

15. Coordinators have employment experience closely related to the occupations represented in the cooperative program. .....

16. Vocational/technical education supervisors have had paid experience in the world of work closely related to the areas supervised. .....

17. Teachers of related subjects have had sufficient experience in the world of work to provide them with an appropriate background to lend relevance and practicality to their teaching. .....

18. Instructors have personal characteristics which are conducive to effective teaching and which serve as models of those accepted in the occupation taught (such as speech, dress, deportment, ethical relationships). .....

19. Instructors, coordinators and supervisors have current credentials or licenses required in their respective occupational fields. .....

20. Instructors, coordinators and supervisors are professionally competent and able to:
    a. Identify curriculum content. .....
    b. Evaluate student progress continuously. .....
    c. Organize material into effective learning sequences. .....
    d. Utilize appropriate media and methods. .....
    e. Organize and manage the learning situation effectively. .....
    f. Work effectively with others (students, faculty, administration, community). .....
    g. Participate in establishing and implementing institution, program and curriculum goals. .....
    h. Assist students in their selection of occupational goals. .....
    i. Make and use studies of student and community needs. .....

21. Supervisors:
    a. Are capable of promoting in-service improvement of instructors. .....
    b. Are competent in analyzing curriculum content, technical information, and other subject matter. .....
    c. Are capable of preparing activities designed to improve instructional competence. .....
    d. Are competent to assist instructional staff in the selection of facilities, equipment, and instructional materials. .....
    e. Are capable of evaluating instruction and of identifying strengths and limitations. .....
    f. Understand the role and importance of vocational/technical education in economic development and community growth. .....

22. Instructors, coordinators and supervisors regularly contribute to their professional growth by:
    a. Attendance at relevant in-service workshops. .....

..... b. Returning to their occupational fields for upgrading and refresher training and experience.
..... c. Pursuit of relevant college courses in technical and professional areas.
..... d. Attendance at regional and national conferences.
..... e. Visitations to business or industrial situations and to other schools.
..... f. Active participation in local industry-employee groups.

*SUPPORTING PERSONNEL*

..... 23. Enough competent supporting staff are provided to insure efficient operation of the institution.

..... 24. Supporting staff are selected on the basis of their qualifications for the particular positions they are to fill.

..... 25. In-service training is provided for supporting staff on a continuing basis.

..... 26. The duties and responsibilities of supporting staff are clearly defined and specifically assigned.

27. Office personnel (clerical, secretarial, and accounting staff):
..... a. Are adequate in numbers to achieve the objectives of the institution.
..... b. Provide services necessary to maintain adequate student records, financial records, and teaching materials.
..... c. Are responsible for such correspondence, reports and records as may be dictated by institutional requirements.

28. Custodial and maintenance personnel:
..... a. Are adequate in numbers to maintain buildings, grounds, operating equipment and instructional equipment in good condition.
..... b. Give special attention to conditions affecting health and safety.
..... c. Are alert to the prevention of accidents.
..... d. Provide adequate preventive maintenance to insure efficient operation of the plant and facilities.
..... e. Have adequate pre-service and in-service training.

..... 29. Adequate provision is made for handling medical and health needs and emergencies.

..... 30. Qualified medical assistance is immediately available.

..... 31. At least one person qualified to administer first aid is always in the school building when school is in session, and readily accessible to shop areas.

32. A written policy for dealing with emergencies is in effect. .....

33. If food services are offered:
    a. Competent personnel are provided to operate the food services program. .....
    b. Health examinations are required annually for food service personnel. .....

34. Consideration is given to the employment of paraprofessional personnel to aid instructors in carrying out their responsibilities. .....

35. When teacher aides are employed, teachers and teacher aides have sufficient time for planning together and organizing their work. .....

## MANAGEMENT:

# Finance and Business Management

CHARACTERISTIC

EVALUATION:

..... *Adequate financial resources are available to carry out stated vocational/technical education purposes and objectives, and are allotted on the basis of vocational/technical education needs.*

GUIDELINES

..... 1. The financial structure for the establishment, maintenance, operation, and further development of vocational/technical education is adequate to guarantee quality and continuity.

..... 2. There is evidence that immediate and long-range planning for vocational/technical education is correlated with needs for program operation and with anticipated financial resources.

..... 3. A budget exists which is based on present and projected vocational/technical education activities and needs.

..... 4. The budget provides for all functions and items necessary for carrying out stated vocational/technical education objectives.

..... 5. Financial policies permit sufficient flexibility in administering the budget to adapt to changing conditions.

..... 6. Funds are budgeted in accordance with an annual plan for the procurement and maintenance of learning resources.

..... 7. Funds in the budget are allotted for replacing equipment on a planned schedule.

..... 8. Funds in the budget are allotted for new equipment required to meet projected needs.

..... 9. There is evidence of staff involvement in budget development.

..... 10. There is evidence of dynamic leadership in obtaining financing from a variety of sources to assure that community vocational/technical education needs are met.

11. Funds are budgeted to provide for travel of instructors and students in connection with instruction. .....

12. There is evidence of efficient management, adequate financial records and controls, and good business practices used in administering the institution. .....

13. The system of financial reporting permits an analysis of costs by program. .....

14. The average annual per-student cost of training is computed and is available for the institution; for vocational/technical education in the institution; and for each occupational program. .....

15. Record systems permit an analysis of the costs and benefits of various modes of delivering services. .....

16. Organized procedures that meet legal requirements and accounting standards are used for receipt, deposit, safeguard, disbursement, and management of all funds. .....

17. Persons handling, collecting or responsible for funds are bonded to the appropriate limits. .....

18. The vocational/technical education administrator is assured fiscal independence following budget approval. .....

19. There is an adequate system for control of purchasing, sales, and expenditure of funds. .....

20. A perpetual inventory of instructional and non-instructional equipment and supplies is maintained and reconciled annually. .....

21. Instructional and non-instructional supplies and materials are stored and issued in a businesslike manner. .....

22. There is adequate insurance or other provisions to protect facilities and instructional equipment against damage or loss from natural and other hazards and assure continuity of instruction. .....

23. The institution or system maintains sufficient insurance coverage to protect it and its personnel against liability and malpractice suits. .....

24. Unless contrary to law, insurance is provided to pay hospital and medical expenses of staff, students, and the general public injured on the school premises or elsewhere while engaged in school business or activities. .....

25. Provisions of time and funds are reflected in the annual budget for professional development of faculty and other staff members. .....

..... 26. Records and reports appropriate for fiscal accounting, including those needed to meet federal requirements where appropriated funds are involved, are maintained for work study and cooperative vocational/technical education.

..... 27. Maintenance, guarantee, and equipment lease records, as well as operating instructions and manuals, are maintained.

*TUITION*

..... 28. The amount of tuition charged is reasonable in light of the educational services rendered, equipment furnished, and the school's operating costs.

..... 29. Each student's official record shows clearly the amounts of money paid by the student, including application fees and the amount due from him for tuition and other charges.

..... 30. The institution uses an enrollment agreement form which clearly outlines the obligations of both the school and the student, and a copy of the enrollment agreement and data covering costs and payment plan is furnished the student before any payment is made.

..... 31. Enrollment agreements which serve as contracts for payment contain in prominent type a certification by the student that he has read the agreement and understands that it is a legal contract, binding him to the payment of stipulated fees.

..... 32. Potential students are encouraged to visit the school and observe classes without cost or obligation prior to enrollment.

..... 33. Tuition collection practices and procedures are fair and follow sound and ethical business practices; they encourage the progress of students and seek to retain their goodwill.

34. If promissory notes or contracts for tuition are sold or discounted to third parties,

..... a. Enrollees or their financial sponsors sign a statement authorizing such sales, and

..... b. The school complies with the cancellation and refund policies described in its catalog and enrollment agreement.

35. The school has a definite and written policy for the settlement of cases where students discontinue training. Such policies are equitable with respect to:

..... a. Cancellation of enrollment before classes commence.

..... b. Withdrawal after classes commence.

..... c. Withdrawal for reasons clearly beyond the control of the student.

36. The institution's refund policy is published in the enrollment agreement and in the school catalog and is adhered to. .....

37. Records are maintained on tuition refunds and enrollment cancellations to provide a reference source for management analysis. .....

38. Efforts are made to provide scholarships, tuition waivers, loans, a deferred payment plan, and/or other means to enable economically disadvantaged students to participate in vocational/technical education. .....

## MANAGEMENT:

# General Advisory Committee

An institution providing vocational/technical education needs an organized mechanism for assuring that its services are acceptable to the clientele and to employers, and for keeping its services current with its clientele's needs and with the needs of the labor market. Public institutions frequently are required by law to have a General Advisory Committee to fulfill this function. In addition, public institutions are normally expected to have Occupational Advisory Committees to assist each program in keeping current with the requirements of the occupation for which it prepares and to assure the acceptability of the program to the clientele.

Whether or not required by law, such committees have been found to be highly desirable and useful to vocational/technical education. It is important that where the committees exist, they be used effectively, rather than perfunctorily.

The following items apply to the General Advisory Committee where used. A separate section for Occupational Advisory Committees is included to be used by program personnel.

### CHARACTERISTIC

EVALUATION:

.....

*A vocational/technical education General Advisory Committee effectively represents occupational interests and the interests of the clientele in planning and operating vocational/technical education.*

### GUIDELINES

..... 1. The governing body has approved the appointment of a General Advisory Committee for vocational/technical education which exists as a formal organization.

..... 2. The membership of the General Advisory Committee is broadly representative of the clientele and of groups concerned with vocational/technical education, such as labor, employers, social and economic planning agencies, former students, the State Employment Service, and others.

..... 3. The Committee functions well and is used effectively.

4. The Committee advises and assists in such matters as:
   a. Conducting and interpreting labor market surveys and surveys of clientele needs.
   b. Establishing and terminating programs according to clientele and labor market need.
   c. Evaluating overall institutional effectiveness in vocational/technical education.
   d. Determining membership and function of Occupational Advisory Committees.
   e. Selection procedures, sources and qualifications of applicants for employment. .....

5. The Committee helps the school to gain support for its vocational/technical education activities, to interpret them to the community, and to keep them relevant to documented need. .....

6. Committee members devote sufficient time to Committee activity. .....

7. The Committee meets regularly and as the need arises to consider matters pertinent to effective school operation. .....

8. Minutes of Committee meetings are available for examination and reference by the institutional community. .....

9. Faculty members and school officials:
   a. Provide the Committee with information it needs to carry out its responsibilities, and .....
   b. Are encouraged to act as resource personnel and staff for the Committee. .....

10. The vocational/technical education administrator:
   a. Informs Committee members of their functions and responsibilities as well as the philosophy and objectives of vocational/technical education. .....
   b. Familiarizes Committee members with pertinent laws and regulations, and with school policies and operating practices. .....
   c. Seeks the advice of the Committee and is prepared to act upon sound Committee recommendations. .....
   d. Assures that preparation for meetings is adequate to meet the needs of the Committee. .....
   e. Assures that work of the Committee and Committee members is given public recognition and appreciation. .....

11. General Advisory Committee activities are analyzed, delineating major recommendations and actions taken to implement them. .....

# Planning

## CHARACTERISTIC

EVALUATION:

.....

*Systematic procedures are used in planning, and plans exist for the orderly operation and development of vocational/technical education services suited to the needs of the people the institution is expected to serve and realistic in terms of labor market needs and trends.*

## GUIDELINES

..... 1. The institution has systematic plans for the long-range development of vocational/technical education; these plans are part of a total design for institutional development.

..... 2. The plans of the institution provide enough flexibility to meet emerging clientele needs for vocational/technical education.

3. Plans include:

..... a. Cost estimates
..... ° capital outlay
..... ° operating costs
..... b. Potential enrollment figures
..... c. Facility and equipment needs
..... d. Personnel requirements

..... 4. Plans establish priorities and provide for sufficient funds for both new and existing programs.

..... 5. The plans are realistic in light of available and anticipated funds and resources.

..... 6. The plans assure that all possible resources are identified and contemplate aggressive leadership in the administration of vocational/technical education.

..... 7. Institutional plans for future development provide a basis for making decisions in such matters as:

a. Increasing or limiting enrollment
b. Introducing new programs and services
c. Expanding, strengthening or revising both instructional and non-instructional aspects of vocational/technical education
d. Follow-up studies
e. Improving support functions such as planning, research, and student recruitment

f. Expanding services to the community

8. The long-range plan of the institution provides for identifying the need for and developing new programs, and for phasing out programs no longer needed. .....

9. The governing board, administration, faculty, Advisory Committees, constituency, and concerned professional groups are involved in developing institutional plans for vocational/technical education, and in conducting research to evaluate their effectiveness. .....

10. The plans include provision for cooperative planning with other education and training agencies in the area. .....

11. The plans are periodically evaluated and modified in light of new developments and known labor market needs. .....

12. The plans of public institutions take into consideration the national mandate to serve all the people of all ages in the community who need vocational/technical education; and take special cognizance of the training and retraining needs of the disadvantaged, the handicapped, new entrants into the labor force, temporary withdrawals from education, and other special needs groups. .....

13. The plans take cognizance of socio-economic conditions and trends. .....

# Research and Evaluation

## CHARACTERISTIC

EVALUATION:

..... *Research and evaluation are conducted on a continuing, systematic basis as integral parts of institutional operation. All aspects of institutional operation are evaluated and results are used to improve service to the clientele.*

## GUIDELINES

..... 1. A system of research and evaluation exists to determine how well the institution fulfills its purposes and meets its stated vocational/technical education objectives.

..... 2. Research and evaluation efforts are encouraged and supported with adequate staff, budget, space, and other needed resources.

..... 3. Research and evaluation responsibilities are specifically assigned.

..... 4. The institution conducts research essential for planning, quality control, and evaluation. Research includes:

..... a. Manpower (labor market) surveys.
..... b. Population needs surveys.
..... c. Occupational analyses.
..... d. Follow-up studies.
..... e. Studies of the social and economic impact of the institution's vocational/technical education services.
..... f. Studies of the relative cost and effectiveness of alternate modes of delivering vocational/technical education services.

..... 5. There is evidence that planning systematically incorporates procedures and means for evaluating each activity, so that needed data for evaluation are routinely collected as activities are conducted.

..... 6. All vocational/technical education activities, resources, and functions are continuously evaluated to assure continuing quality of service and to determine how well each is contributing to the performance of the total system.

Included are evaluations of:

..... a. Manpower (labor market) surveys
..... b. Population (clientele) needs surveys
..... c. Occupational analyses
..... d. Follow-up studies

e. Impact studies .....
f. Cost/effectiveness studies .....
g. Planning .....
h. Interpretation/promotion .....
i. Student recruitment .....
j. Guidance and counseling .....
k. Instructional programs .....
l. Extracurricular, co-curricular activities .....
m. Related and support functions .....
n. Resource development and management, including finances, personnel, community resources .....
o. Placement and follow-up .....
p. Evaluation and research .....
q. Reporting, including systematic feedback of research and evaluation results .....

7. As a basis for assessing the extent to which it is meeting the needs of all members of its clientele, the institution systematically collects, analyzes, and compares data about characteristics of enrolled students and of the clientele served (such as age, sex, employment status, educational background, minority group status, handicapped/disadvantaged status, socio-economic background, and place of residence). .....

8. Periodically (annually or oftener) the vocational/technical education delivery system as a whole is evaluated to determine its effectiveness. .....

9. Evaluation specifically includes appraisal by students, former students, employers of students and former students, and Advisory Committees. .....

10. There is evidence that each program is periodically evaluated. .....

11. Annual reports indicate how each program was kept current with changing occupational requirements; describe the implementation of any changes; and specify activities implemented to improve instruction and suggestions for future improvement. .....

12. Experimentation is being conducted with new instructional media and methods and with varying delivery modes which might serve to increase the efficiency of learning or effectiveness in using resources or meeting needs. .....

13. Evaluation results are used to keep vocational/technical education efficient, meaningful, and realistic; to keep the public informed of results of vocational/technical education; to stimulate and reinforce learning; and to promote an institutional climate supportive of vocational/technical education. .....

..... 14. There is evidence that recommendations from evaluations are implemented.

..... 15. Evaluation results are expressed in terms of positive achievements insofar as possible rather than in subjective terms.

..... 16. A range of evaluative techniques is utilized, sufficient to encompass the range of desired outcomes in terms of student growth and institutional service to the community.

..... 17. Research and evaluation efforts focus especially on developing kinds of data that can lead directly to improving services to students, the public, and the world of work.

..... 18. The institution provides administration and program personnel with necessary consultant services and expert assistance in setting up systems needed for research and evaluation.

..... 19. Evaluations of performance of students, faculty, and staff members are democratically conducted, with emphasis upon self-evaluations to be used diagnostically in planning future activities. Evaluation is in terms of the individual's progress toward his own performance objectives, planned in light of occupational requirements, rather than on the basis of comparing his performance with that of other people.

## STUDENT PERSONNEL SERVICES:

# Recruitment and Admissions

Recruitment includes all the activities in which an institution engages to inform its clientele of the services it provides and to encourage their participation. Recruitment thus represents the first contact with potential students. As such it initiates the counseling and educational process and constitutes the first step in motivating learning and in helping people recognize and utilize their talents.

Admission is the formal process of enrolling students in the institution. It is the second important stage of contact with students and thus the second step in the educational and counseling process. It should be conducted in a manner consistent with this fact and with the institution's philosophy and objectives. It should reflect respect for students as individuals and a recognition of the fact that the institution exists solely to serve the needs and aspirations of its clientele.

CHARACTERISTIC

| | |
|---|---|
| *Recruitment and admissions policies and practices contribute to fulfilling the institution's vocational/technical education purpose and objectives and help make vocational/technical education available to all who need and want it.* | EVALUATION: ..... |

GUIDELINES

1. Recruitment policies and practices are consistent with the institution's purpose and stated objectives. .....

2. Recruitment policies and practices are such that recruitment serves as an initial step in motivating learning and in helping people recognize and utilize their talents. .....

3. Vigorous efforts are made to insure that junior high school students, senior high school students, out-of-school youth, adults, and special need groups are informed of the vocational/technical education opportunities available. .....

4. There is evidence that the institution is successful:
   a. In recruiting handicapped and disadvantaged members of its clientele; and .....
   b. In establishing conditions that enable handicapped and disadvantaged enrollees to achieve their occupational objectives. .....

..... 5. Published materials and oral statements to potential enrollees are factual and accurate.

..... 6. Brochures and materials describing the school and its programs are available and widely disseminated throughout the community and school system.

..... 7. Counseling staff and instructional staff participate in recruitment and promotion efforts.

..... 8. No attempt is made to discourage students from participation in vocational/technical education offered within the institution or by any other institution.

*ADMISSIONS*

..... 9. Policies and requirements for admission to the institution are clearly expressed, published, and widely disseminated.

..... 10. Admission policies and practices are consistent with the institution's purpose and stated objectives and reflect the needs of all members of its clientele.

..... 11. The range of programs offered is sufficient to serve the full range of abilities represented in the clientele.

..... 12. Admission policies and requirements for all vocational/technical education programs in the institution are clearly expressed, published, and widely disseminated in the school and community.

..... 13. All applicants who meet stated requirements are eligible for admission.

..... 14. The institution exerts itself to enable each student to be admitted to the program of his choice.

..... 15. Applicants unable to meet particular admission requirements are given help in remedying deficiencies, or in selecting other programs appropriate to their preparation and objectives.

..... 16. Licensing regulations and other factors that may affect employability are explained in published materials provided to students. Care is taken to assure that students fully understand and can meet such requirements.

..... 17. Before entering a vocational/technical education program, students are informed of the physical demands, beginning salary, economic and working conditions, and hazards that may be encountered upon employment.

..... 18. Policies provide for advanced placement of qualified students and for transferability between similar programs.

## STUDENT PERSONNEL SERVICES:

# Guidance and Counseling

CHARACTERISTIC

*An organized, coordinated program of guidance and counseling exists as an integral part of the total school structure. The program involves both specialists and total school staff. It fosters maximal development of individual potentialities by providing schoolwide assistance in the choices, decisions and adjustments that individuals must make to move through a vocational/technical education program and into gainful employment.*

EVALUATION:

GUIDELINES

1. Philosophy and objectives of the guidance and counseling function are well defined; objectives are stated in terms permitting measurement of the extent to which they are achieved. .....

2. The guidance and counseling program is planned; its objectives are understood by the institutional community. .....

3. There is evidence that each vocational/technical education student has a definite career objective and that his present instructional program is a definite part of his vocational choice. .....

4. Provisions are made for continuously evaluating and improving the effectiveness of the guidance and counseling services rendered. .....

5. The administrative staff supports the guidance services by interpreting the guidance program to staff and students and by orienting staff and students to the program. .....

6. The school identifies the potential for employment in various occupational fields and disseminates this information to all school personnel, to parents, to students, and to prospective students. .....

7. Classroom instructors and guidance and counseling staff coordinate their efforts to meet needs of students; each makes referral to the other where such referral appears to be in the best interest of the student. .....

8. The administrative staff supports the guidance services with adequate resources, including:
   a. Budget .....

..... b. Professional staff
..... c. Supporting staff
..... d. Facilities, supplies, and equipment
e. Leadership in enlisting the support and cooperation of:
..... ° the governing board
..... ° parents
..... ° other staff members
..... ° counseling services of other schools
..... ° community agencies
..... ° employers
..... ° government
..... ° referral services
..... ° advisory committees
..... f. Private counseling space that is attractive and accessible to students
..... g. Space for group counseling
..... h. Waiting space for students
i. Storage space and facilities for:
..... ° reference materials and information for counselor use and for student use
..... ° confidential student files
..... ° confidential test supplies
..... ° supplies

9. Counselors have access to extensive, current information about:
..... a. Occupations
..... b. Requirements for occupational entry
..... c. Opportunities for occupational preparation
..... d. Opportunities for employment in various occupations

10. Provisions are made for counselors to maintain communication and contact as needed with:
..... a. Students and their families
..... b. Institutions from which students transfer
..... c. Institutions to which students transfer
..... d. Area employers
..... e. Administrative, supervisory and instructional staff
..... f. Appropriate community agencies including state employment offices.

..... 11. Guidance staff members are kept informed of General and Occupational Advisory Committee meetings and are encouraged to observe or participate.

..... 12. Guidance staff members are advised of departmental meetings and encouraged to attend in order to facilitate coordination of instruction and guidance and to keep counselors abreast of program activities.

13. Counselors are knowledgeable about and assist students with such problems as:
    a. Selective Service obligations and options
    b. Scholarships, grants, loans, and other student financial matters
    c. Employment opportunities
    d. Student work programs
    e. Opportunities for further education
    f. School and local health services
    g. Housing
    h. Recreation
    i. Student activities
    j. Community programs and services .....

14. Provision is made to assist students and other school clientele in an individual assessment of their own abilities and interests, including personal adjustments, individual perceptions, and values important in occupational success and satisfaction. .....

15. Counselors provide individuals with information and assistance necessary to make meaningful and informed occupational choices. .....

16. Counseling is available to adults and out-of-school youth. .....

17. Counseling is available to students:
    a. Prior to entry .....
    b. At entry .....
    c. Before leaving .....
    d. Periodically while enrolled .....
    e. Upon student request .....
    f. After leaving the program or institution .....

18. Counselors are active in placement efforts of the institution. .....

19. Counselors have had prior experience as vocational/technical educators. .....

20. Counselors are knowledgeable about and have had successful experience in the world of work. .....

21. Counselors are dedicated to the philosophy and objectives of vocational/technical education. .....

22. Appropriate in-service training is provided for the guidance and counseling staff, such as workshops, seminars, continuing formal education, and opportunities for professional improvement. .....

23. A planned orientation program acquaints students and staff members with policies and personnel of the institution and with guidance and other services available. .....

..... 24. A continuous orientation process is carried on throughout the school year using such media as bulletin boards, the school newspaper, student handbooks, bulletins and group meetings.

..... 25. Current orientation literature is available and distributed.

..... 26. The confidentiality of all information obtained for guidance purposes is scrupulously maintained.

## STUDENT PERSONNEL SERVICES:

# Placement and Follow-up

CHARACTERISTIC

| | |
|---|---|
| *A formalized procedure, adequately funded and staffed, is in operation providing effective placement and follow-up services as an integral part of institutional operation.* | EVALUATION: ..... |

GUIDELINES

1. The institution is successful in placing a high percentage of graduates in jobs related to the field of preparation. .....

2. The placement and follow-up functions are definitely assigned and adequately supported with sufficient staff and other resources to operate effectively. .....

3. Placement information and services are available for all students, graduates, temporary withdrawals, and other members of the school's clientele. .....

4. Placement activities are an integral part of both counseling and instruction. .....

5. The curriculum for each instructional program includes activities to help students seek and obtain employment. .....

6. The instructional staff is actively involved in placement and follow-up activities. .....

7. Placement records are kept current and include such information as: job opportunities, job placements, unsuccessful placements, follow-up activities. .....

8. Students with the ability to benefit from education beyond that given by their present school are encouraged and helped when necessary to continue at more advanced schools. .....

9. The constraints and limitations affecting student placement are clearly defined, and efforts are made to expand employment opportunities despite existing limitations. .....

10. Parents and students are made aware of placement services and occupational information available. .....

..... 11. Regular communication is maintained with public and private sources of labor market and employment information.

..... 12. The institution involves advisory committees, public and private agencies, business and industry, and other groups in its placement and follow-up activities.

..... 13. Students are referred to positions which they have a reasonable probability of filling successfully.

..... 14. Students who need part-time employment in order to remain in school are assisted in securing work that will improve their occupational skills.

..... 15. Follow-up surveys are used to determine the adequacy, appropriateness, and effectiveness of the institution's efforts in occupational preparation and placement.

16. Information is available on a program-by-program basis as to:

..... a. Rate of student failure or withdrawal from the institution.
..... b. Reasons for student failure or withdrawal.

17. Follow-up data are obtained from all former vocational/technical students and include information as to:

..... a. Employment status: employed, unemployed, or underemployed
..... b. Field of employment: related or unrelated to field of preparation
..... c. Job retention, promotions, and level
..... d. Continued education since leaving school, and whether related to field of preparation
..... e. Satisfaction with occupational preparation provided by the school
..... f. Satisfaction with placement services provided by the school
..... g. Satisfaction with the institution's continuing interest in the occupational preparation and welfare of former students

..... 18. Follow-up efforts include surveys of employers of former students to determine their satisfaction with the preparation the school provided.

..... 19. Satisfactory school-employer relations are evidenced by the expressed satisfaction of both the graduates and the employers.

..... 20. Feedback from employers and other data from follow-up studies are used in institutional planning, in improving instruction, and in modifying programs and services.

..... 21. Efforts are made in follow-up and follow-through evaluation to improve data collection methods; to reduce the number of former students whose status and whereabouts are unknown; and to increase the use made of follow-up studies in improving instruction, practices, and services.

## STUDENT PERSONNEL SERVICES:

# Student Educational Records

CHARACTERISTIC

*Accurate and complete cumulative records of educational accomplishment are securely and permanently maintained for every student, and transcripts issued upon student request. Records are held confidential and are used to help students achieve their occupational objectives.*

EVALUATION:

GUIDELINES

1. A cumulative educational record is maintained for each student and contains such information as: ..... 
   a. Up-to-date identifying data
   b. Grades
   c. Attendance records
   d. Prerequisites met for admission
   e. Course of study
   f. Graduation and withdrawal data

2. Student educational records are protected against use by unauthorized persons and against loss from improper handling, fire and vandalism. .....

3. The school provides transcript services and issues transcripts upon student request. .....

4. If a fee is charged for issuing transcripts, the fee is reasonable. .....

5. Records systems and practices are periodically evaluated and improved. .....

6. Any information not required for transcripts is kept in separate locked files accessible only to qualified personnel as they need it for counseling or teaching. .....

7. Information of a highly confidential nature is not included in the student's records. .....

8. All information collected and maintained regarding students and their families is considered highly confidential. .....

..... 9. Information about students is released only on written instructions of the student or in consolidated statistical form not permitting identification of individuals.

## STUDENT PERSONNEL SERVICES:

# Student Activities

CHARACTERISTIC

*Student activities are planned as an integral part of the educational experience designed to meet educational objectives.*

EVALUATION: .....

GUIDELINES

1. Activities are provided to meet the needs and interests of all students. .....

2. Activities are planned to contribute to the development of:
   a. Social skills .....
   b. Leadership abilities .....
   c. Communication skills .....
   d. The ability to work effectively with others .....
   e. The ability to participate in democratic processes .....

3. Membership in groups is non-discriminatory and open to all eligible students. .....

4. The purpose of student activities is explained to students and parents, and participation is encouraged in accordance with a plan to meet each student's needs. .....

5. Instructors understand the purpose of student activities and elect to guide activities in line with their capabilities. .....

6. Emphasis is upon student initiative in planning, conducting, and evaluating activities. .....

7. Adequate facilities, financial support, personnel, and time are provided for student activities. .....

8. Vocational youth organization activities are related to the instructional program both in and out of classroom; and are emphasized as co-curricular rather than extracurricular. .....

9. Youth activities are geared to the level of the program and enhance skills and/or competencies of students. .....

10. Alumni associations are encouraged as a means of maintaining contact with former students for purposes of evaluating job progress and meeting their continuing educational needs. .....

..... 11. All school administrators and staff members are made aware of the goals and objectives of the various youth organizations and are encouraged to participate in and associate with the activities of the organizations.

..... 12. A sound public relations program is maintained to promote the activities of youth organizations.

# Learning Resources

## CHARACTERISTIC

*Adequate reference materials and other learning resources are available, readily accessible to students and other members of the institutional community, and maintained in good order.*

EVALUATION: .....

## GUIDELINES

1. Adequate library and other learning resources are provided on a centralized or decentralized basis. .....

2. A competent staff maintains library and other learning resources. .....

3. The internal organization of the library is such as to make it a place conducive to study, with open stacks, easy check-out procedures, and convenient access to the collection. .....

4. The library and any other centers of independent study have adequate lighting and seating space, including study carrels. .....

5. Provisions are made for the repair, maintenance, up-dating and storage of books, periodicals, audio and visual materials, and equipment. .....

6. A skilled person orients all new students to the proper and effective use of the library and any other independent study centers. .....

7. The collection is evaluated each year by professional staff in terms of such qualities as:
   a. Appropriateness of the content for each area of the curriculum. .....
   b. Suitability of material to varying abilities of the students. .....
   c. Accuracy and relevancy of information. .....
   d. Physical condition of the materials. .....
   e. Availability of more effective or more up-to-date learning resources. .....

8. Materials no longer useful or out-of-date are discarded or sold. .....

9. A plan exists for determining the adequacy of library and other independent study facilities based on:
   a. Time-space utilization. .....
   b. Stock capacity. .....
   c. Stock space. .....

..... d. Seating capacity.
..... e. Space for preparing audio-visual materials.

..... 10. Periodic utilization studies are made of audio and visual materials and equipment, reference materials, periodicals, and books.

..... 11. All educational media of permanent value are inventoried, classified, and catalogued centrally, regardless of where they are housed.

..... 12. An accurate inventory of the collection is maintained to aid in the evaluation process.

..... 13. An up-to-date file of media and materials teacher guides is available for reference.

..... 14. Educational media are organized for convenience, availability, and effective use.

15. Staff members of the library and any other independent study centers:
..... a. Involve faculty and students in selection of materials.
..... b. Coordinate procurement of educational media and equipment purchases by individual departments.
..... c. Develop an in-service training program for teachers as well as orientation for new faculty members.
..... d. Maintain an active interest in current developments in educational media.
..... e. Assist teachers in selecting printed and audio-visual materials for instructional planning and use.
..... f. Systematically inform teachers of new materials and equipment that have been acquired.
..... g. Assist in planning for effective use of educational media and equipment.
..... h. Assist teachers in the development of resource lists of available materials in special areas.
..... i. Provide professional assistance in the production of educational media.
..... j. Guide students in their selection and use of educational media in terms of their abilities and interests.
..... k. Assist special groups to use instructional resources in the promotion of their projects.

# Physical Plant

CHARACTERISTIC

*Physical facilities are and for the foreseeable future will be adequate for fulfilling the institution's purpose.*

EVALUATION: .....

GUIDELINES

1. Maximal utilization of buildings and facilities is encouraged (e.g. year-round activities, weekend activities, day, evening and night activities, use by community groups, use by student activity groups). .....

*SITE*

2. The location is readily accessible to the population to be served. .....

3. Driveways, walkways, and parking facilities are adequate. .....

4. The site is of sufficient size for present operation and for anticipated expansion of vocational/technical education in the institution. .....

5. The site lends itself to continuing optimum utilization as the character of the area changes. .....

6. Any necessary supporting services (such as restaurants, school supply stores, or housing) are in close proximity. .....

7. The site complies with standards of site selection such as those related to flood plains, access, drainage, sewage. .....

8. The atmosphere is conducive to learning, health and safety, and pride in vocational/technical education. .....

9. Utilities such as gas, air, water, and electricity are adequate and available at appropriate locations within the plant. .....

*BUILDINGS*

10. Buildings meet state and local requirements, including fire and safety codes. .....

11. Provisions have been made to accommodate physically handicapped enrollees and all other special groups to be served. .....

..... 12. Buildings are adequate in size and design to meet the needs of the institution's vocational/technical education programs and of its clientele.

..... 13. Building design and construction are functional and assure suitable conditions for achieving vocational/technical education objectives.

..... 14. Storage space, maintenance areas, rest rooms, offices and lounges are adequate for the number of students, staff, and visitors using the facilities.

..... 15. Stairways are adequate in number and size, well-lighted, properly located, suitably designed, sturdy and safe. Both stairwell and staircases are fireproof.

16. The planning and construction of appropriate entrances and exits to each facility are based on:

..... a. The size requirements of the equipment.

..... b. The nature of vehicles or other machines on which work is to be performed.

..... c. The size of items to be fabricated within the work space.

..... 17. Service elevators are available where needed.

..... 18. All corridors and doors to related subjects classrooms are of sufficient width to allow easy movement of demonstration equipment in and out of rooms.

..... 19. Ample space is provided for a free flow of traffic in the corridors.

..... 20. Where customer work is to be part of the instructional program, provisions are made for receiving, storing and delivering work with the least possible inconvenience to the instructor and customer, and with provisions for maintaining adequate records.

..... 21. All laboratory facilities which require student change of clothing and clean-up are self-contained with locker, shower and lavatory facilities.

..... 22. Flooring materials utilized in each laboratory or shop are appropriate to the nature of the learning activities within the facility.

..... 23. Buildings, grounds, equipment, and other physical facilities are routinely maintained in good, safe, and attractive condition.

..... 24. Adequate staff, materials, equipment and supplies are provided to ensure quality housekeeping and maintenance of buildings, grounds, and facilities.

25. Specific areas and equipment are color coded for safety purposes. .....

26. Suitable safe storage is provided for inflammables, chemicals, and gases. .....

27. Acoustics, light, heat, air conditioning, and ventilation are adequate throughout to protect health and provide good working conditions. .....

28. Systems for providing light, heat, air conditioning, ventilation, water and waste disposal are adequate and kept in good operating condition. .....

29. An emergency lighting system is available in case of power failure. .....

30. Fire extinguishing equipment, appropriate for the area in which it is used, is provided and readily accessible. .....

31. The location of instructional areas eliminates undue interference with or from other school activities. .....

32. Provision is made for communication between shops and classrooms and other areas of the building. .....

**INSTRUCTIONS:**

# Institutional Self-Evaluation Report

1. Submit to the reviewing agency:
   a. One copy of the Individual Self-Evaluation Form for each member of the faculty and professional staff.
   b. Copies as instructed of each Program Self-Evaluation Report, including supporting evidence.
   c. Copies as instructed of the Institutional Self-Evaluation Report, suitably bound and tabbed for easy handling and reference.

   (Each Visiting Team member will need a copy of the Institutional Self-Evaluation Report, plus a copy of the report for the program he or she examines. All copies will be returned to the reviewing agency. All copies except one permanent file copy will be returned to the school or destroyed after the review is completed.)

   To guard against loss in transit, divide the reports and mail duplicate sets in different envelopes on different days. Mark the envelopes "Package ___ of ___" (e.g., Package 1 of 3). Keep copies at the school.

   In preliminary field tests, the reviewing agency will be the National Study for Accreditation of Vocational/Technical Education, American Vocational Association, 1510 "H" Street, Northwest, Washington, D. C. 20005. (The National Study for Accreditation of Vocational/Technical Education is not an accrediting agency. It is responsible solely for developing instruments and procedures suitable for use in the accrediting process. Schools will not receive accreditation as a result of participating in field tests, nor will their accredited status be affected in any way.)

2. Prepare a cover page for the Institutional Self-Evaluation Report, showing:

| | |
|---|---|
| Copy No. ___ of ___ | Used by: _____ (Leave blank for name of Visiting Team member) |
| SELF-EVALUATION REPORT of (Name and address of institution) | |
| I certify that the information contained herein is correct to the best of my knowledge and belief, and that no significant information has been knowingly withheld. | |
| _____ (Date) | _____ (Signature, title, head of institution) |

3. Attach to each copy of the Institutional Self-Evaluation Report:

   a. A copy of the cover page, with original signature on two copies;
   b. A list of committees and committee members who prepared the Institutional Self-Evaluation Report showing part(s) prepared by each. Show names, titles, and the group of which each person is representative (e.g., former student, employer, related faculty member).
   c. A Summary of Self-Evaluation;
   d. The statement requested in item 22 of "Instructions to Steering Committee" on page 28.
   e. The reports prepared in connection with each institutional characteristic

(Item 15 of "Instructions to Committee Members" on page 27), showing strengths, weaknesses, and improvements needed, planned, and in progress;

f. A completed Institutional Form;

g. A copy of the "Recapitulation: Program Self-Evaluation" for each program;

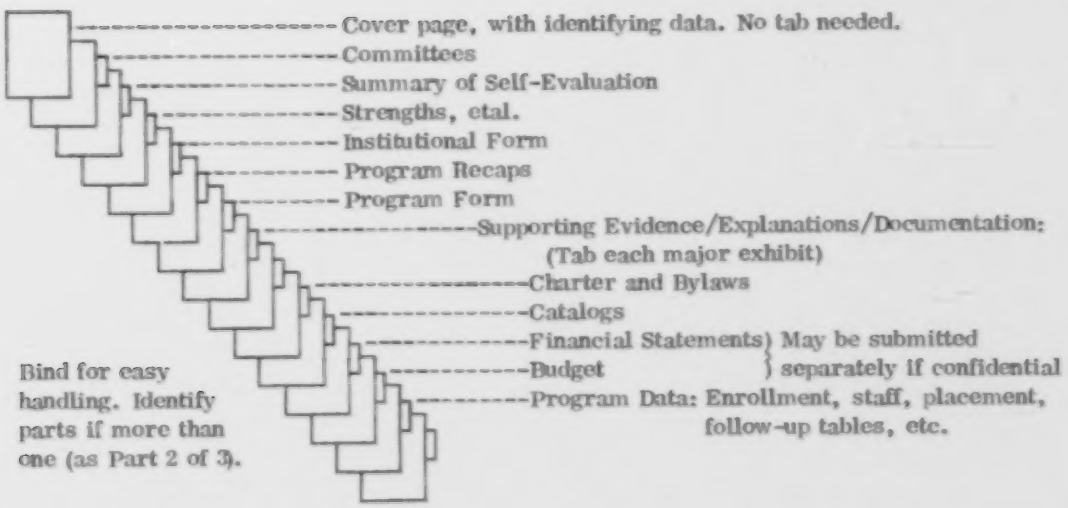
h. A blank copy of the Program Form for reference in connection with the "Recapitulation:...";

i. Supporting evidence, explanations, documentation. Describe or include material requested plus additional material that would enable an outside reviewer to gain a better picture of the school. Substantiating evidence not attached to the report itself may be retained at the school in readiness for the Visiting Team.

4. Be sure each page and item of the Report is marked with identifying data: school name, location, and date.

5. Tab the various sections of the Report for easy reference. To reduce bulk, the tab may be placed directly on the first page of each section if desired.

INSTITUTIONAL SELF-EVALUATION REPORT



## SUPPORTING EVIDENCE

### PHILOSOPHY AND OBJECTIVES

1. Attach the institution's statement of philosophy and objectives for vocational/technical education, or indicate where the statement appears in materials submitted. How are the objectives made known to prospective students and the public?

2. How are the institution's objectives determined? By whom? When were they last revised? How are they kept up-to-date?

3. What is the institution's purpose as stated in its charter or other enabling instrument or legislation? What constraints are imposed on the institution?

4. Are students required to take courses not clearly related to their occupational objectives? What provision is made for students interested solely in preparation for employment?

### THE SCHOOL COMMUNITY: MATCHING OBJECTIVES TO NEED

5. Describe the clientele for which the school is expected to provide vocational/technical education. Describe demographic, employment, and labor market conditions affecting the clientele.

6. Describe the process the institution uses in identifying its clientele and determining their vocational/technical education needs.

7. Describe the process the institution uses in determining manpower needs and labor market opportunities available to the clientele.

8. Describe the means by which the school keeps its objectives relevant to its clientele's needs and to needs of the labor market.

9. What evidence is there that there is a need for training in each of the occupations for which training is offered? What evidence is there that employment opportunities will be available for graduates in each program?

### ACHIEVEMENT OF OBJECTIVES: INDICATORS OF SUCCESS

10. Attach copies of published statements showing the extent to which the school has achieved its objectives. What other evidence has the school that it is achieving its objectives and fulfilling its purpose?

11. Describe how the institution determines the extent to which stated objectives are achieved. How are the data used for quality control and improvement of vocational/technical education services? Give examples.

DELIVERY SYSTEMS

12. To what extent does your institution duplicate services offered by other facilities or institutions? What efforts are made to avoid duplication and gaps in instruction?

ORGANIZATION

13. Attach an organization chart showing relationships among the component parts of the institution: governing body, administration, finance and business management, relationship to any parent organization, student personnel services, public relations, long-range planning, research and evaluation, branches of the parent school, instructional groups, important committees, advisory bodies, industrial and government groups. Identify by name the incumbent of each administrative and supervisory position.

14. Explain any planned reorganization or attach a second set of charts showing planned reorganization.

15. Attach a sheet showing names and addresses, terms of office, and qualifications of members of the governing body, or indicate where such a list is found in the supporting evidence submitted.

16. Describe the structure of the governing body to show the size, method of selection, length of terms, alumni representation, occupational distribution, clientele representation, student representation, and other pertinent facts.

17. Is there any agency other than the governing body which has power to initiate, review, or reverse actions of the governing body? Explain.

18. Attach a copy of (or summarize) the official document which defines the duties and responsibilities of the governing body.

19. Trace a brief history of the school, showing changes in name, organizational structure, and form. When were the first students enrolled? The first vocational/technical students?

20. Who owns and/or controls the school? If a stock corporation, list the names and addresses of each person or organization owning ten percent or more of the voting stock.

21. By what governmental or non-governmental agencies is the school licensed, approved, or accredited? List the agency and type and date of approval.

22. Does the school offer any training other than resident vocational and/or technical education? Explain.

23. Are any other schools affiliated in the same system or under the same organizational structure, management, or ownership? Explain.

24. Attach a summary and analysis of data reported in the Program Self-Evaluation Reports. Include a table showing:

    Programs offered.
    Enrollment in each, part-time and full-time.
    Staff in each, part-time and full-time.
    Data reported in items 5, 11, 12, 14, and 15 of the Program Self-Evaluation Report.

ADMINISTRATION

25. What policy manuals have been prepared for guidance of school personnel?

26. Describe the school's staff development program.

STAFF

27. How many permanent employees have full-time teaching schedules?
    a. What is their average work experience in the field being taught?
    b. What is their average teaching experience?
    c. What is their average service with this school?

28. Give the same information for:
    a. employees with part-time teaching schedules
    b. coordinators or cooperative work experience programs
    c. supervisors of instructors and/or coordinators.

29. Submit an Individual Self-Evaluation Form for each professional employee of the school. Attach a summary and analysis of the data reported on the Individual Self-Evaluation Forms. Show the various functions to which staff time is assigned and the amount of time to each, as reported on the Individual Self-Evaluation Forms.

30. Outline the educational and experience background of the school administrators and others in a position to influence or determine policy.

FINANCE AND BUSINESS MANAGEMENT

31. Attach a statement of income and expenditures for the past two years; a balance sheet or other detail of assets, liabilities, and worth; and a copy of the current budget. If audited statements are not provided, verification by Visiting Team members or other specialists may be expected.

32. From what sources does the institution derive its income? Show amounts and percents from each, including that from customer service.

33. Describe the budget-making process.

34. Describe purchasing policies and procedures, and procedures for procuring supplies and equipment normally and in emergencies.

STUDENT SERVICES

35. What financial assistance is offered to students?
Describe the institution's policies and practices with regard to
    a. Scholarships.
    b. Student refunds.
    c. Student loans and financial assistance.
    d. Third party financial assistance and/or discounting of student notes.

36. Describe living accommodations for out-of-town students.

37. Attach or cite a statement of tuition and other charges to students.

38. Attach a copy of any form used as an enrollment agreement or payment contract for use with students, and describe procedures used to collect delinquent accounts.

39. Describe the institution's systems for budget control and audit.

40 Describe the means used to control and maintain inventory of supplies and equipment.

41. Describe the system for replacing equipment.

42. Describe types and amounts of insurance the school carries.

GENERAL ADVISORY COMMITTEE

43. Attach a roster of General Advisory Committee members and list the groups it represents.

44. Attach a copy of, or summarize the official document which defines the duties and responsibilities of the General Advisory Committee.

45. How often does the Committee meet?

46. What evidence is there that recommendations of the Committee are implemented?

PLANNING

47. Outline the institution's plans for, and/or affecting, vocational/technical education.

48. Describe the planning process.

49. By whom are plans developed? Officially adopted?

RESEARCH AND EVALUATION

50. What systematic research, evaluation, and quality controls are carried on?

51. What surveys are conducted, or what information systematically collected about labor market shortages and needs? About population needs for vocational/technical education?

52. How does the institution assess outcomes of vocational/technical education? How does it measure the impact of its work, and the effect on need?

RECRUITMENT AND ADMISSIONS

53. Describe means used to inform clientele about the institution's vocational/technical education offerings. Attach copies of all promotional literature and advertising, including news releases and copy for radio, television, and other promotional media.

54. Where are admission policies, practices and requirements stated? Attach copies.

55. What percent of applicants are enrolled? What percent rejected? On what basis? What provision, if any, is made for applicants who are not qualified? Not enrolled? What percent of applicants are enrolled in programs other than that of their first choice?

GUIDANCE AND COUNSELING

56. What types of psychological testing and counseling are available? Who provides it? What are the counselors' qualifications?

57. How are students and faculty oriented to guidance and counseling services available?

58. What are the duties of the guidance and counseling staff?

59. Are the counselors qualified for and committed to counseling needed in connection with vocational/technical education (as versus counseling needed for college and/or the professions)?

PLACEMENT AND FOLLOW-UP

60. How many of last year's graduates were placed within one month of graduation? Within six months? How many were placed in positions

directly related to their field of preparation? Summarize whatever data are available, and indicate how they were obtained. Are such data systematically obtained on a regular basis? Explain.

61. What types of placement service does the school render? To whom is it available?

62. How do you follow up graduates?

63. Quote placement figures and percentages for the last five graduating classes in each program.

64. Report such evidence as you have of advancement of your graduates on the job.

STUDENT EDUCATIONAL RECORDS

65. Attach a blank student record card.

66. Describe the facilities for records storage and maintenance.

67. Under what circumstances is information from student records released? Attach a statement of the institution's policy.

68. How long are educational records kept?

STUDENT ACTIVITIES

69. Attach a list of organizations with the names of the presiding officer and advisor(s), and the number of students participating. Indicate which organizations are associated with state or national organizations.

LEARNING RESOURCES

70. Describe the nature and size of the library or learning resource center and its utilization.

71. Describe the size and qualifications of the learning resource center staff.

72. How does the institution assure that learning resources are current in content, suited to the audience, well maintained, and effectively utilized?

PHYSICAL PLANT

73. Attach or cite a map or sketch showing locations and buildings occupied by the school. Indicate projected changes. Indicate space occupied by each vocational/technical program.

INDIVIDUAL SELF-EVALUATION FORM

Pilot Test Edition 12-71
*For Discussion Only*

To be completed by each member of the professional staff.

Date: _____

School: _____

Location: _____

Name, title, position: _____

1. Primary responsibilities:

2. Other responsibilities:

3. Detail your qualifications for these responsibilities: (experience, training, formal education, etc.)

4. If instructing, how and when were you trained to teach?

5. How do you keep up-to-date with requirements of the occupation(s) for which you are preparing students?

6. In what ways do you improve your professional competence? (Show recent professional organization activities, work experience, formal education, in-service training, self-study, etc., and time involved.)

7.

| DUTIES | Number hours worked: | | | | | |
|---|---|---|---|---|---|---|
| | Typical Day | | | Typical Week | | |
| | AM | PM | Eve | AM | PM | Eve |
| Instruction: classroom | | | | | | |
| Instruction: laboratory/shop | | | | | | |
| Grading | | | | | | |
| Preparation | | | | | | |
| Administration | | | | | | |
| Student Activities | | | | | | |
| Other | | | | | | |
| TOTALS | | | | | | |

8. How long employed by this school full-time? _____ part-time? _____

9. How long were you employed in the occupation for which you are preparing students?

_____
Date, description of most recent experience:

| 11. Does your school make adequate provision for: | Yes | No | ? |
|---|---|---|---|
| In-service staff development? | | | |
| Instructional supplies and materials? | | | |
| Keeping equipment up-to-date? | | | |
| Getting emergency supplies or repairs? | | | |
| Maintaining a safe and healthful work space? | | | |
| Time and space for record keeping, planning, other administrative activities? | | | |
| Staff meetings or other means of communication and coordinating work? | | | |
| Keeping non-shop instruction related to shop and occupational needs? | | | |
| Storage? | | | |
| Emergency medical assistance and means of summoning it? | | | |
| Consultation and help with problems that may interfere with your doing your best work? | | | |
| Supervisory and expert help? | | | |
| Enabling students to prepare for the occupation of their choice? | | | |

| 12. Do you have adequate competency in the following professional skills? | I know how | I use routinely | I need help |
|---|---|---|---|
| Writing measurable performance objectives? | | | |
| Making job analyses? | | | |
| Evaluating and diagnosing student progress? | | | |
| Organizing and sequencing instruction? | | | |
| Classroom/shop management? | | | |
| Adapting instruction to let each student work at his own pace? | | | |
| Using appropriate media and methods? | | | |
| Counseling students? | | | |
| Working with committees? | | | |
| Developing student self-discipline and work management ability? | | | |
| Using performance feedback as the primary means of reinforcing learning? | | | |
| Continually measuring and keeping students informed of progress? | | | |
| Analyzing population needs? | | | |
| Analyzing manpower needs? | | | |

13. In terms of the items in the Program Form and the items under "Staff" in the Institutional Form, what do you consider to be your major strengths, weaknesses, and needs for improvement?

14. What suggestions have you for improving the institution or program?

15. What suggestions have you for improving this self-evaluation study and the instruments and procedures for it?

School, location:

Pilot Test Edition 12-71

# SUMMARY

## of institutional self-evaluation

M = Major improvements needed
I = Improvements needed; no crucial weakness(es)
S = Satisfactory; adequate
E = Excellent; very well done

| | | INSTITUTION | PROGRAM | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| DISTINGUISHING CHARACTERISTICS | | | | | | | | | | |
| PRODUCT | OBJECTIVES: How well-- | | | | | | | | | |
| | • Stated, used | | | | | | | | | |
| | • Matched to:<br>1) Institution's purpose<br>2) Population (clientele)/ student needs<br>3) Labor market/occupational requirements | | | | | | | | | |
| | • Achieved (outcomes) | | | | | | | | | |
| | *(Placement)* | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| | *(Negative Outcomes)* | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| PROCESS | STRUCTURE AND MEANS: | | | | | | | | | |
| | • Delivery Systems | | | | | | | | | |
| | • Organization | | | | | | | | | |
| | • Administration | | | | | | | | | |
| | • Staff | | | | | | | | | |
| | • Finance, Business Management | | | | | | | | | |
| | • Advisory Committee(s) | | | | | | | | | |
| | • Planning | | | | | | | | | |
| | • Research and Evaluation | | | | | | | | | |
| | • Teaching-Learning Process | | | | | | | | | |
| | • Curriculum | | | | | | | | | |
| | • Recruitment and Admissions | | | | | | | | | |
| | • Guidance and Counseling | | | | | | | | | |
| | • Placement and Follow-Up | | | | | | | | | |
| | • Student Records | | | | | | | | | |
| | • Student Activities | | | | | | | | | |
| | • Learning Resources | | | | | | | | | |
| | • Physical Plant/Instructional Space, Facilities | | | | | | | | | |



For Discussion Only

## INSTRUCTIONS

On the "Summary of Self-Evaluation," copy the evaluative rating entered after each characteristic on the Institutional and Program forms. The column for the institution covers factors not included in the program columns.

Functions such as planning and placement are not included in the program columns. The reason is that at the program level such functions tend to be integrated, whereas at the institutional level they tend to be differentiated functions.

On the Summary, placement as an outcome must be differentiated from placement as a function.

In using the Summary, it must be remembered that evaluations are (1) **subjective**, and (2) in terms of each institution's or program's **own objectives and circumstances.**

The fact of subjectivity does not reduce validity. Thelen[1/] for one points out that expert judgment tends to be the "outside criterion" against which validity of instruments is judged. The procedures call for judgment by recognized vocational/technical educators.

Mager and Beach[2/] point out that evaluation in terms of individual objectives differs from that aimed at comparing one institution or program with another on the basis of externally-derived objectives and assumed comparability of circumstances. Users of these instruments should not attempt statistical operations appropriate to other kinds of evaluation but not to evaluation in terms of individual objectives.

Items in the Institutional and Program forms relate to different elements, all of which are needed. Evaluations, therefore, cannot be averaged to arrive at an evaluation for the whole. Each part is important if the whole is to function successfully.

It is doubtful if weightings can ever be predetermined for the various items, because processes and resources tend to be interchangeable. Financial resources must always be exchanged for human or material resources, and the latter also are interchangeable to a considerable extent (as in programmed instruction or home study where the teacher is "built in" to materials used by students, often independently or on-the-job).

The Summary is meant to suggest hypotheses, not to provide answers. The answers lie in the evidence reported by the institution or observed there.

The 3-step, self-evaluation: audit: review procedure, in which judgment must be supported by factual evidence (observations or otherwise), is aimed at developing reasonable reliability in what is necessarily subjective evaluation.

In using the Summary, therefore, DO NOT:

1) Try to add ratings or obtain averages.
2) Compare one institution or program with another on the basis of ratings on the Summary.

DO:

1) Look at each rating in terms of the institution's or program's own stated objectives.
2) Use the Summary to call attention to areas needing special consideration.
3) Refer back to original data to learn what underlies the ratings.

1/ Thelen, Herbert K. "The Evaluation of Group Instruction." Ch. VII in **Educational Evaluation: New Roles, New Means.** Part II 68th Yearbook of the National Society for the Study of Education. Chicago, Illinois: University of Chicago Press, 1969.

2/ Mager, Robert F., and Beach, Kenneth M., Jr., **Developing Vocational Instruction.** Palo Alto, California: Fearon Publishers, 2165 Park Boulevard, 1967.

Program, School, Location:

P

Pilot Test Edition 12-71
*Program Form*

# PROGRAM FORM

## instruments and procedures for the evaluation of vocational/technical education institutions and programs

THIS FORM IS DESIGNED TO BE USED IN CONJUNCTION WITH THE INSTITUTIONAL FORM OF *Instruments and Procedures for the Evaluation of Vocational/Technical Education Institutions and Programs*. NEITHER FORM IS COMPLETE IN ITSELF.

1. Skim the whole document and read the instructions for the "Institutional Form." Then study the "Program Form," noting the pages entitled "Program Self-Evaluation Report."

2. Work with **one characteristic at a time:**
   a) Study the guidelines and make notes as to what evidence is available or needed to make an evaluation or to substantiate your evaluation.
   b) Collect and analyze needed data, cooperating with other committees to permit broader-scale efforts.
   c) List the strengths and weaknesses revealed by the detailed analysis. Indicate what improvements are needed, planned, and in progress.

3. Involve co-workers, students, related faculty, and advisory committee members. Seek their cooperation in planning and implementing improvements.

4. On the basis of the evidence and your analysis, evaluate your program: **First,** in terms of each guideline; **Second,** in terms of each characteristic **as a whole,** using the code under "Program Self-Evaluation Report."
   (The evaluation for the characteristic should **NOT** be a statistical average of the evaluations entered after individual guidelines, but rather an evaluation **in light of** the strengths and weaknesses revealed by the detailed analysis.)

5. Complete the "Recapitulation: Program Self-Evaluation" form. For the program **as a whole,** show:
   a) Major strengths and weaknesses;
   b) Improvements needed, planned, and in progress;
   c) An evaluation of the program(M,I,S,E).

6. Use the "Recapitulation" as the cover for your report. Include the evidence on which your evaluations were based, or describe it and keep it ready for the Steering Committee and Visiting Team.

7. Institute evaluation on a routine, continuing basis. Include whatever systems are needed for regular data collection, analysis, and feedback as a basis for evaluation, improving work, and documenting results.

8. Follow up to be sure that plans for improvement are implemented.

**national study for accreditation of vocational/technical education**
AMERICAN VOCATIONAL ASSOCIATION
1510 H Street, N.W.
Washington, D.C. 20005

# Distinguishing Characteristics

Vocational/technical education is part of the total educational picture in the United States. Its function is enabling people to prepare for the work of their choice, or to improve their competency in their chosen occupation. Vocational/technical educators must be thoroughly familiar with the needs of the labor market and with the requirements of the occupations for which preparation is given. While they work within the framework established by labor market needs and occupational requirements, their emphasis is upon increasing the options open to people, and helping people to a fuller realization of individual potential.

Within the educational complex, vocational/technical education is clearly marked by certain identifying characteristics. It is distinguishable not by content, but by intent; not by methodology, but by its practicality; not by its breadth, but by its ties with the working world.

If vocational/technical education is to *be* vocational/technical education--that is, if it is to perform its intended function as the link between man and work--these fundamental, distinguishing characteristics must be present. The user of this document must keep these characteristics in mind as underlying everything said in succeeding parts.

## CHARACTERISTIC

EVALUATION: *The program exhibits the characteristics that identify and distinguish vocational/technical education.*

.....

### GUIDELINES

1. The program:

..... a. Prepares people for initial employment;

..... b. Re-trains those in the process of changing occupations; and/or

..... c. Provides training supplementary to the daily work of the employed.

2. The program is:

..... a. *Specific.* It improves the efficiency of an individual in a specific occupation, either as preparation for employment or supplementary to employment.

..... b. *Selective.* It is directly related to actual occupational requirements.

..... c. *Practical.* The necessary skills and knowledge of a particular occupation are taught and learned in their practical and appropriate application to the work.

d. *Immediately applicable.* It is timed and organized so that the learner can apply it at the time it is learned to useful and productive work in a specific occupation. .....

3. The program is directly related to employment opportunities. .....

4. The program is planned around the students' occupational objectives. .....

5. The program develops to a *marketable* degree *all* the abilities required by the occupation, such as technical knowledge and skills; manipulative skills; work habits; communication skills; human relations skills; and ability to reason, to solve problems, to think independently, and to make judgments necessary for employment in the chosen occupation (Breadth and depth of instruction). .....

6. Effective placement and follow-up of all students who finish or leave are integral and continuing parts of program activities. .....

7. Continuous research and evaluation are integral parts of the program, including occupational analyses; analyses of student occupational objectives and entry abilities; measures of student progress in school and after employment; and measures of student and employer satisfaction. .....

*CLIENTELE--INCLUSIVE, NOT EXCLUSIVE*

8. Instruction is offered to all persons who need, desire, and can profit from it occupationally. .....

*BASIS OF INSTRUCTION*

9. Instruction is individualized and based on an analysis of each student's abilities and the requirements of the occupation. .....

*CURRICULUM*

10. The curriculum in the program is based on an analysis of the requirements of the occupation. .....

11. The content of courses is kept current with occupational practice by means of periodic analyses of the occupation for which training is being given. .....

12. Courses are developed, maintained, and evaluated with the advice and cooperation of representatives of the occupation, both employers and practitioners. .....

*METHODS OF INSTRUCTION*

13. Learning is based on direct experience rather than vicarious experience (participating and doing rather than hearing and reading about). .....

*FACILITIES; CONDITIONS*

..... 14. The facilities and equipment used in instruction are comparable to or compatible with those found in the particular occupation.

..... 15. The conditions under which instruction is given duplicate as nearly as possible desirable conditions in the occupation itself.

..... 16. The length of teaching periods and the total hours of instruction are determined by the requirements of the occupation and the needs of the students.

..... 17. Day and evening classes are scheduled at hours and during seasons convenient to enrollees.

*INSTRUCTOR QUALIFICATIONS*

18. Instructors:

..... a. Are competent and experienced in the occupation taught; and

..... b. Have been recommended by leaders in the occupation.

# Philosophy and Objectives

A vocational/technical education program is judged in light of how well it meets its stated objectives, and how well the stated objectives fit the needs of the people to be served. At the program level objectives grow out of requirements of the occupation taught and the interests and abilities of students.

## CHARACTERISTIC

*The philosophy and objectives of the occupational preparatory program are well defined and properly stated and used.*

EVALUATION: .....

## GUIDELINES

1. The vocational/technical education program publishes a clear statement of its philosophy and objectives. .....

2. The statement of philosophy and objectives is distributed to faculty, staff, students and the public and prominently displayed in places where it will be seen by students and visitors. .....

3. The objectives are consistent and compatible with the institution's vocational/technical education objectives. .....

4. The statement of philosophy and objectives describes:
   a. Clientele to be served .....
   b. Services to be provided .....
   c. The scope of responsibilities of the program .....
   d. Expected outcomes in terms of student performance .....
   e. Entrance requirements in terms of student performance .....

5. The program objectives and requirements are known and understood by students prior to entry upon the instructional program. .....

6. Objectives are stated in measurable performance terms that lend themselves to specific determination of the degree to which they are being realized. .....

7. The objectives are stated in such a manner that:
   a. Students and their parents can understand them .....
   b. They enable potential students and their parents to determine whether or not the program objectives are compatible with the student's own occupational objectives .....
   c. They give direction to instruction, planning and related activities .....

..... d. Employers can determine the extent to which preparation fits their requirements

..... 8. The means through which philosophy and objectives are realized are described in the published statement.

..... 9. Objectives are realistic in terms of capability for achieving them; or, conversely, the capability exists for achieving objectives.

..... 10. An objective of the program is to prepare individuals for initial employment, or to improve the occupational competency of employed individuals.

..... 11. The program provides job skills applicable more broadly than to a specific job with a specific employer.

..... 12. Objectives other than preparation for the world of work are clearly stated and their relationship to occupational preparation objectives indicated. The objectives reflect adequate provision for students who wish concentrated occupational preparation.

..... 13. The philosophy indicates a respect for the right of students to set their own occupational objectives and a recognition that the program exists as a service to aid students in achieving their self-chosen occupational objectives.

..... 14. The statement of objectives is formulated in consultation with students, former students, staff, the Occupational Advisory Committee, and others.

..... 15. The statement of philosophy and objectives is kept current.

..... 16. The statement of objectives clearly differentiates between what the program realistically expects to achieve and what it feels it should be doing ideally; it includes an evaluation of what is not being done as well as of what is being done in serving its constituency and in developing, upgrading, and updating occupational proficiency.

..... 17. The statement of philosophy and objectives expresses the intent to measure and prevent insofar as possible undesirable unplanned outcomes of the educational process.

# Matching Objectives to Need

CHARACTERISTIC

*Program objectives are realistic in light of the abilities and occupational goals of students and the requirements of the occupation.*

EVALUATION: .....

GUIDELINES

1. Program objectives are based on and organized around an occupational analysis. .....

2. Program objectives are based on and organized around career objectives and abilities of students enrolled in the program. .....

3. Program objectives are kept current with changing occupational requirements. .....

4. Program objectives reflect an awareness of labor market needs in the occupation: local, state, regional, and national. .....

5. As a basis for planning program objectives, program planners systematically obtain and use reasonably current data about:
   a. Changes in occupational requirements .....
   b. Employment conditions in the occupation, including the nature and conditions of employment, stability of employment, and the amount of unemployment and underemployment .....
   c. Employment opportunities in the community for students and graduates .....
   d. Unions and other occupational organizations, local and national .....
   e. Licensing requirements and other restrictions on occupational entry, local and state .....
   f. State and local laws and regulations affecting the occupation .....
   g. Local, state and national labor-market needs and trends affecting the occupation .....
   h. Characteristics of people in the placement area who are engaged in the occupation, such as:
      - °Number of people engaged in the occupation
      - °Age composition
      - °Sex composition
      - °Racial and ethnic composition
      - °Languages spoken
      - °Income
      - °Occupational stability/mobility
      - °Attrition .....

..... i. Educational status and occupational proficiency status of members of the clientele who are engaged in the occupation, including:
- °Extent of formal and functional education
- °Status with regard to currency and level of occupational skills

..... j. Other sources of preparation in the occupation available to the school's clientele

6. For long-range planning of objectives, the program has projections of trends and changes in:

..... a. Occupational proficiency requirements

..... b. Needs for entry-level and in-service training in the occupation

..... 7. The program has projections as to how the need for preparation in the occupation is being affected by its own and other programs in the community.

..... 8. In identifying and meeting need for preparation in the occupation, the program coordinates its efforts with those of other community agencies and institutions such as:
- a. Schools from which and to which students transfer
- b. Guidance and employment counselors and agencies
- c. Schools and organizations engaged in preparation in the same occupation

9. Data are available to show trends in:

..... a. Characteristics of students served

..... b. Services rendered, and

..... c. The extent to which services are meeting student needs.

## ACHIEVEMENT OF OBJECTIVES:

# Indicators of Success

CHARACTERISTIC

*The program achieves its stated objectives; it is recognized for its ability to attract people in need of occupational skills and to develop students who are occupationally competent. Placement is satisfactory. Negative outcomes are avoided.*

OVERALL EVALUATION: .....
(PLACEMENT:.....)
(NEGATIVE OUTCOMES:.....)

GUIDELINES

1. There is evidence that the program achieves reasonable success in meeting its and its *students'* stated vocational/technical education objectives. .....

2. The program routinely collects, analyzes and disseminates data showing how well *its* and its *students'* vocational/technical education objectives have been met. Such data are made publicly available and provided to potential students. .....

3. Programs in public institutions routinely collect and publish data showing how well they are carrying out their purpose and mandate with regard to *clientele* served. .....

4. The data collected are of such nature and quality that they do in fact furnish evidence of how well vocational/technical education objectives have been met, and provide a basis for maintaining and improving quality of vocational/technical education services. .....

5. There is evidence that the program can reasonably be expected to continue to meet its stated objectives for the foreseeable future. .....

6. The program is successful in avoiding negative outcomes of the educational process. .....

*INDICATORS OF SUCCESS* of a vocational/technical education program may include the extent to which:

a. Graduates obtain, hold and advance in jobs related to their field of preparation.
b. Graduates feel their preparation has been relevant to employment needs.
c. Employers feel graduates have been well prepared for their jobs.
d. Graduates are satisfied in their jobs.

e. Leaving students indicate that their vocational/technical education objectives have been met.
f. Students demonstrate proficiency in performance tests based on program objectives.
g. Former students return for education to upgrade their skills and technical knowledge.
h. Employers, particularly employers of former students, continue to seek graduates.
i. The program enjoys a favorable reputation in the lay community and among employers.
j. The program enjoys a favorable reputation among unions or other organizations representing the occupation.
k. Former students refer potential students to the institution.
l. Students' total school achievement is favorably affected by their vocational/technical education experience.
m. Students are aware of the school's continuing interest in them.
n. The program has a good reputation among peer institutions.
o. Former students are active in the community in support of budget requests and elections.
p. Employers recommend the school to their employees.
q. Employer and occupational groups endorse the program.
r. Employer and occupational groups support the program in such ways as:
   - ° Furnishing industry personnel as school consultants.
   - ° Assisting with the in-service upgrading of instructional staff.
   - ° Supplying instructional materials.

s. The program is supported by its community in such ways as:
   - ° Donating equipment and instructional supplies.
   - ° Sharing information, literature and training materials.
   - ° Providing training opportunities for staff and students.

t. Staff members are sought for civic and other community activities such as Chamber of Commerce, Foremen's Club, unions, and employers' associations.

*NEGATIVE OUTCOMES* and indices of negative outcomes include:

a. Physical injury
b. Failure
c. Withdrawal*
d. Absenteeism*
e. Tardiness*
f. Behavior problems
g. Poor social adjustment
h. Expressed dissatisfaction of students, former students, employers, parents
i. Unsatisfactory placement records
j. Unsatisfactory job performance by graduates

*Withdrawal, absenteeism, and tardiness are not in and of themselves indicators of negative outcomes. Rather, they call for explanation. They may on occasion reflect desirable outcomes such as satisfactory employment and education continued in spite of conflicting work schedules.

# Organization and Management

## CHARACTERISTIC

*The program is effectively organized and administered for determining and achieving its objectives and enabling students to achieve their occupational goals.*

EVALUATION: .....

## GUIDELINES

1. The program is in compliance with all legal, professional, and other applicable requirements. .....

2. A systematic procedure exists for planning program objectives based on an analysis of occupational requirements, and for adapting program objectives to fit the abilities and career objectives of each enrollee. .....

3. Means for carrying out program objectives are consistent with established principles of learning and human development; they provide enough flexibility to accommodate differences in student needs and abilities. .....

4. Work of various instructors is effectively articulated and related to students' career objectives. .....

5. Provision is made for frequent points of entry into the program to accommodate students who must temporarily withdraw. .....

6. Provision is made for students to enter and/or re-enter the program with full credit for previous learning however obtained. .....

7. Student progress is measured in terms of achievement of performance objectives rather than on the basis of time in attendance. .....

8. The head of the program is authorized to establish and does establish faculty committees, student groups, and groups representative of the occupation and involves them in decision making. .....

9. Effective communication, both horizontal and vertical, is maintained with all program and related personnel. .....

10. Administrative, supervisory, instructional and related staff meet periodically to plan, review, evaluate, and modify instructional objectives and procedures. .....

11. The head of the program is knowledgeable about applicable federal, state, and local laws and regulations. .....

..... 12. All program personnel, including instructors of related subjects, are dedicated to the objectives of the program.

..... 13. The interaction among administrators, supervisors, instructors, and related instructors provides a good learning environment and appears to inspire good teaching.

14. The head of the program exerts leadership in activities which involve:

..... a. Assessing student career objectives, abilities, and occupational preparation needs.

..... b. Coordinating and focusing school efforts to meet program objectives.

..... c. Measuring and publicly announcing the extent to which program objectives have been achieved.

..... d. Assuring that acceptable criteria for measuring learner performance have been prepared and are being implemented.

..... e. Interpreting the program to the community by regularly dispensing information about services offered; about activities, students and staff; and about program successes and limitations.

..... f. Cooperating with administration in seeking and utilizing all available sources of funds and other resources.

..... g. Consulting with program personnel in determining their specific in-service training needs.

..... h. Planning and arranging resources for programs of in-service improvement and professional growth of program personnel.

..... i. Providing for on-going evaluation of program objectives, content, methods, outcomes, and student performance.

..... j. Arranging remedial education needed for successful participation in the program.

..... k. Planning and arranging for systematic placement and follow-up activities.

..... l. Planning and arranging for resources needed for successful program operation.

..... m. Actively seeking community involvement and support.

..... 15. Adequate provision is made for instructors to obtain consultation and assistance as needed to improve their work.

..... 16. Adequate budget is provided for all functions and items necessary for carrying out stated program objectives.

..... 17. Program personnel provide the guidance and counseling staff with extensive, current information about the occupation, its requirements and means of preparing for it.

..... 18. Program personnel keep guidance staff members informed of program and Advisory Committee meetings, and encourage them to attend to keep abreast of curriculum and occupational changes.

..... 19. Program personnel orient students and other staff members to the program and its policies, personnel, and activities.

20. Program admission policies and requirements are clearly expressed, published, and widely disseminated in the school and community. .....

21. Program admission requirements are based on an analysis of the abilities needed to enter successfully into the program and into the occupation for which it prepares. .....

22. Admission practices enable potential enrollees to determine how well their ability matches that required for successful entry into and participation in the program. .....

23. All applicants who meet stated requirements are eligible for admission. .....

24. The program exerts itself to admit and prepare all students who wish to enter the occupational area. .....

25. Applicants unable to meet particular admission requirements are given help in remedying deficiencies, or in selecting other programs appropriate to their preparation and objectives. .....

26. Licensing regulations and other factors that may affect employability are explained in published materials provided to students. Care is taken to assure that students fully understand and can meet such requirements. .....

27. Before entering the program, students are informed of the physical demands, beginning salary, economic and working conditions, and hazards that may be encountered upon employment. .....

28. Policies provide for transfer into the program and for advanced placement of qualified students. .....

29. Recruitment and admission policies and practices are such that they:
    a. Aid prospective students in making career decisions .....
    b. Are conducive to motivation and learning .....
    c. Provide the basis for planning each student's instructional program in light of his career objectives .....

30. Program admission policies and practices are consistent with the institution's purpose and stated objectives with particular reference to the clientele to be served. .....

# Occupational Advisory Committee

## CHARACTERISTIC

EVALUATION: .....

*An Occupational Advisory Committee assists in developing curriculum content, in keeping the curriculum current, and in maintaining contact with the occupational community.*

## GUIDELINES

..... 1. An Occupational Advisory Committee has been appointed for the program and exists as a formal organization.

..... 2. The membership of the Occupational Advisory Committee represents the clientele, students, and the occupation, including both employers and practitioners.

..... 3. The Committee functions well, is used effectively, and meets with sufficient regularity to carry out its functions.

..... 4. Program personnel are actively involved in Committee activities.

..... 5. Minutes of Committee meetings are available for examination and reference by the institutional community.

..... 6. Occupational Advisory Committee activities are analyzed, delineating major recommendations and actions taken to implement them.

..... 7. The program head assures that preparation for meetings is adequate.

..... 8. The work of the Committee and of its members is given public recognition and appreciation.

..... 9. The Committee advises or assists in such matters as:

a. Providing accurate, current occupational information
b. Finding qualified instructors
c. Establishing standards for equipment, facilities, instructor qualifications, instructional materials
d. Placing students and graduates
e. Arranging for field trips, customer work, work experience, guest speakers, and other aids to learning
f. Providing opportunities for instructors to up-date and improve their occupational skills
g. Setting occupation-based performance objectives for students
h. Evaluating student achievement and program effectiveness
i. Arranging for donated equipment, supplies, and services

# Program Research and Evaluation

The ultimate criterion for judging a vocational/technical education program is whether it produces competent graduates who enter the occupation and perform effectively. A program committed to preparation for employment engages in systematic efforts to evaluate the occupational competence and success of its students and former students; to improve the efficiency of instruction; and to keep instruction relevant to occupational requirements and student interests and abilities.

## CHARACTERISTIC

*Research and evaluation are conducted on a continuing, systematic basis as an integral part of program operation. Program outcomes and all aspects of program operation are evaluated. Results are used to improve service to students.*

EVALUATION: .....

## GUIDELINES

1. All program activities, resources, and functions are continuously evaluated to assure continuing quality of service. .....

2. Periodically (annually or oftener) the program as a whole is evaluated to determine its effectiveness. .....

3. Evaluation specifically includes appraisal by students, former students, employers of students and former students, and Advisory Committees. .....

4. Research and evaluation efforts are encouraged and supported with adequate budget, time, space, and other needed resources. .....

5. Each staff member participates in, and understands his responsibility for research and evaluation. .....

6. The program conducts research essential for planning, instruction, quality control, and evaluation, including:
   a. Occupational analyses .....
   b. Survey of student career objectives .....
   c. Pre- and post-testing of student performance based on occupationally related performance objectives .....
   d. Continuous evaluation of student performance with immediate feedback to students .....
   e. Follow-up studies of student placement and job success .....

7. Evaluation of changes in student performance attributable to participation in the program includes, insofar as possible, measures or evidences of change in:

..... a. Self-perception; self-acceptance
..... b. Attitudes toward work (general and job specific)
..... c. Attitudes toward education (general and specific to personal career planning)
..... d. Work habits
..... e. Job-related skills, such as communication, reading, computation
..... f. Job skills, including manipulative
..... g. Job information
..... h. Judgment: job-related decision-making
..... i. Work management skills
..... j. Ability to work with others, including supervisory skills

..... 8. If licensing is required to enter the occupation for which preparation is given, data are systematically obtained as to success of graduates on licensing examinations.

..... 9. Experimentation is being conducted with new instructional media and methods and with varying delivery modes which might serve to increase the efficiency of learning or effectiveness in using resources or meeting needs.

..... 10. Recommendations from evaluations are implemented.

..... 11. Evaluation results are expressed in terms of positive achievements insofar as possible rather than in subjective terms.

..... 12. A range of evaluative techniques is utilized, sufficient to encompass the range of outcomes and elements to be evaluated.

..... 13. Research and evaluation efforts focus especially on developing kinds of data that can lead directly to improving efficiency of learning and keeping instruction relevant to occupational requirements and the needs and interests of students.

..... 14. Planning systematically incorporates procedures and means for evaluating each activity, so that data needed for evaluation are routinely collected as activities are conducted.

..... 15. Program personnel use expert assistance as needed to conduct research and evaluation and to establish undergirding information systems.

..... 16. Evaluations of performance of students, faculty, and staff members are democratically conducted, with emphasis upon self evaluations to be used diagnostically in planning future activities. Evaluation is in terms of the individual's progress toward his own performance objectives, planned in light of occupational requirements, rather than on the basis of comparing his performance with that of other people.

# The Teaching-Learning Process

## CHARACTERISTIC

*The learning situation gives evidence of effective instructor planning for orienting youth and adults to the world of work and preparing them for gainful employment.*

EVALUATION: .....

## GUIDELINES

1. Program objectives:
   a. Are the basis of instructional activities. .....
   b. Guide the organization and teaching of instructional content. .. ..
   c. Are used for measuring student progress. .....
   d. Are adapted to students' occupational objectives. .....

2. At time of enrollment the instructor makes certain that all students are knowledgeable about the goals and objectives of the course, as well as the achievement levels expected. .....

3. The instructor uses measurable performance objectives, based upon an accepted analysis of required occupational competencies. .....

4. Skills and knowledge being learned are those currently acceptable in the occupation or subject being taught. .....

5. The instructional situation replicates best industry practices including cleanliness, orderliness, accuracy, speed, pride in workmanship, work methods, and efficiency. .....

6. There is available for student examination:
   a. A list of performance objectives. .....
   b. A course outline. .....
   c. A detailed course of study or syllabus. .....
   d. Instructional materials used in the course. .....
   e. A list of reference and resource materials. .....

7. The instructor makes certain that all students know what performance is expected of them, the conditions under which the performance will take place, the criteria by which performance will be judged, and the minimum acceptable performance. .....

8. The instructor is able to detect and accommodate his teaching to students' individual differences. .....

9. The instructor has organized student learning activities so that individualized instruction, when appropriate, is available to all. .....

10. A planned testing and evaluation program is used, including:
    - ..... a. Pre-testing covering each performance objective of the program, or group of objectives.
    - ..... b. Post-testing based on performance objectives of the program.
    - ..... c. Diagnostic testing to be used as a basis for remediation and/or counseling.
    - ..... d. Continual testing and evaluation of progress and achievement based on performance objectives.
    - ..... e. Regular evaluation by students of the relevance and effectiveness of instruction in helping them achieve their occupational objectives, with provision for using results in modifying instruction.

..... 11. Immediate feedback to students of test results and progress measures is an integral part of the teaching-learning situation.

..... 12. The Occupational Advisory Committee expresses satisfaction with the total plan for the preparation of students in the occupation being taught.

..... 13. Progress charts are utilized in accounting for student progress.

..... 14. Any customer or "live" work is accepted by the instructor on the basis of its instructional value in accordance with school policies.

..... 15. The instructor acts as a manager of learning and makes provision for materials and procedures by which students can pursue learning independently and with peers.

..... 16. The learning situation is such that all students may at all times be constructively busy engaged in learning experiences directly related to their occupational objectives.

..... 17. Students practice and exhibit understandings of safe work habits.

..... 18. The instructor has organized the shop, laboratory, or classroom situation so that members of his class have an opportunity to participate, under supervision, in management and supervisory activities.

..... 19. There is evidence that the instructional setting permits, and that students accept, realistic industry expectations of productivity at the level for which they are preparing.

..... 20. Students appear to exhibit a genuine pride in workmanship.

..... 21. Where appropriate the instructor has available and utilizes effectively such teaching resources as:
    a. Para-professional personnel
    b. Demonstrations by qualified individuals
    c. Trips to actual employment situations

22. Provision is made for recent graduates who are successfully employed in the occupation to counsel students, answer their questions, and inform them of conditions in the occupation. .....

23. Instructors utilize the facilities and resources available in the environment to enrich learning. .....

24. Students learn maintenance procedures and participate in an organized program of preventive maintenance. .....

25. Instructors encourage and guide co-curricular student activities designed to promote learning objectives. .....

26. Instructors identify problems interfering with individual student achievement and refer problem cases to appropriate counselors or agencies. .....

27. Instructors counsel individually with students as needed to aid them in making career decisions and in removing barriers to learning or to successful employment. .....

28. The instructional staff is active in placing students and following up their occupational success and continuing education needs. .....

29. Program personnel help students secure appropriate part-time employment in order to remain in school and to improve occupational skills. .....

30. Information about a student obtained during instruction, counseling or testing is held confidential and used only to help the student. .....

31. Instructors act to insure the accuracy and confidentiality of student records. .....

# Curriculum

## CHARACTERISTIC

EVALUATION: .....

*The program is staffed, administered, supplied, and conducted so as to provide for the development of occupational competence in youth and adults, and to contribute to the development of effective citizenship and social competence in students.*

## GUIDELINES

..... 1. Instructional activities are based on stated program objectives, which guide the organization and teaching of instructional content.

..... 2. *All* elements of instruction (shop, related and occupational theory) are directly related to requirements of the occupation.

..... 3. The curriculum makes provision for continual measurement of student progress in terms of stated objectives and for immediate feedback to students.

..... 4. The curriculum is prepared with the advice of instructors and related instructors, students, former students, and leaders in the occupation.

5. In programs to prepare students for entry into an occupation, the curriculum is designed to develop all required abilities, including:

..... a. Requisite skills and knowledge
..... b. Desirable work habits and attitudes
..... c. Pride in workmanship
..... d. Habits of occupationally acceptable personal grooming and dress
..... e. Understanding of appropriate employer-employee relationships
..... f. Knowledge of personal and business ethics
..... g. Awareness of appropriate customer relations
..... h. Necessary communication skills
..... i. Habits of good health and safety practices

..... 6. The curriculum is designed to allow time to acquire and practice manipulative skills, technical knowledge and related subject matter essential to qualify students for employment.

..... 7. The curriculum provides opportunity for development of skills in the use of tools and equipment of industrial caliber and for related knowledge appropriate to the use of such tools and equipment.

8. The curriculum provides options for the student in a variety of employment openings related to the occupational area. .....

9. The curriculum has content current with the latest practices in the field of employment. .....

10. The curriculum makes provision in the performance of jobs and in the testing of student progress for obtaining evidence that each student has acquired a complete comprehension of health and safety practices. .....

11. Information enabling students to confirm or modify their occupational choice is included early in the instructional program. .....

12. Placement activities are an integral part of the instructional program. .....

13. The curriculum includes instruction in such areas as: how to seek and obtain employment, social security, workman's compensation, the preparation of applications and resumes, acquisition of personal tools and equipment, appropriate grooming, employment testing, concepts of employer-employee relations, and social and attitudinal skills necessary for success in obtaining employment and for advancing on the job. .....

14. Feedback from former students and their employers is used to improve the curriculum. .....

15. The curriculum is organized so that student transfers between levels and areas may be facilitated with the least possible loss in time to students. .....

16. The curriculum is planned to be articulated with more advanced or sophisticated programs, as well as to provide training for the specific occupation. .....

17. Related instruction is relevant to the student's vocational/technical education choice. .....

18. The curriculum is designed to provide appropriate instructional devices and techniques to accommodate various ability levels and learning speeds.

19. The curriculum makes specific provision for vocational youth organizations as co-curricular activities designed to achieve program objectives. .....

# Learning Resources

CHARACTERISTIC

EVALUATION:

..... *Instructional media and materials are current, appropriate, useful, and sufficiently comprehensive to serve the needs of students in the program.*

GUIDELINES

..... 1. A sufficient quantity and variety of equipment and materials are available to facilitate a multi-media approach in the instructional process.

..... 2. Media and materials provide for the needs of each student.

..... 3. Instructional materials are accurate in content, and reflect current occupational knowledge and practice.

..... 4. Materials and media for theory, reference and related instruction are appropriate to the needs of the curriculum. They include such items as:

a. Audio and video materials
b. Reference books
c. Trade, technical and professional periodicals
d. Industrial pamphlets
e. Technical abstracts and catalogs
f. Occupational monographs
g. Models, mock-ups, exploded views and other visual aids
h. Copies of pertinent local, state, and federal regulations
i. Programmed instruction materials
j. Equipment for producing visual aids
k. Equipment for projecting the visual aids
l. Facilities for producing and reproducing instructional materials

..... 5. A library of such materials as equipment catalogs, instructional materials and curriculum references is maintained in or convenient to the instructional area.

..... 6. If individual learning centers are provided within classrooms, shops, or laboratories, such centers are maintained in good order.

..... 7. Space and equipment are provided for students to pursue independent study or for remedial instruction.

8. The quantity of instructional materials is adequate in relation to:
   a. The scope and purpose of the curriculum.
   b. The methods of instruction.
   c. The number of students and faculty.
   d. The availability of other appropriate library resources.
   e. The characteristics of the student body. .....

9. The reading difficulty of written instructional materials is keyed to the reading competence of students. .....

10. Supplementary instructional aids and teaching devices are used to assure achievement of objectives and provide for special interests or learning problems. .....

11. The organization and presentation of instructional content and materials are in accord with sound psychological principles of learning. .....

12. Illustrations are used where appropriate, and are of such nature as to aid in the instructional process. .....

13. Instructional materials are legibly reproduced, durable, suitably bound, and attractive in layout and format. .....

14. Adequate provisions are made for demonstrations and for using visual aids, including ventilation, darkening the room and projecting the visuals. .....

15. Funds are budgeted in accordance with an annual plan for the procurement and maintenance of instructional media and materials. .....

16. Obsolete instructional materials are discarded. .....

17. Each classroom, laboratory, and shop is equipped with well-located tackboards and permanent chalkboards, ample in size and in usable condition. .....

18. Display and exhibit space and facilities are provided. .....

# Supplies and Equipment

CHARACTERISTIC

EVALUATION: *Supplies and equipment are adequate to achieve announced objectives of the program.*

.....

GUIDELINES

..... 1. Seating and work stations in shops or classes are sufficient in number to meet needs of the largest class. There is a satisfactory ratio of students to work stations.

..... 2. The shops or laboratories are adequately equipped for all phases of the occupation for which the training is being given.

..... 3. Shop tools,supplies, machinery and equipment are of the grade and type currently used in the occupation for which instruction is being given; if simulation is used, it is comparable with occupational requirements.

..... 4. Equipment that becomes obsolete is immediately disposed of and is not allowed to clutter up instructional space or storage space.

..... 5. The type, variety, and quantity of machines, tools and equipment are such that basic, as well as current manipulative skills needed for employment can be easily demonstrated and practiced.

..... 6. Tool storage and stockroom systems approximate those used in the occupation taught, and provide for systematic and orderly storage, dispensing, maintenance, replacement and inventory control.

..... 7. Instructors are able to obtain supplies, materials, and repair services as needed to maintain continuity of instruction.

..... 8. Adequate provision is made for securing emergency repairs, equipment, and supplies.

..... 9. Arrangement of machines and equipment is well planned for instructional purposes. It permits a planned and logical flow of work as suggested by an industrial work-flow study.

..... 10. Spacing between the equipment is sufficient for the safe handling of materials used in the training.

..... 11. Equipment is maintained in good condition so as to provide for optimum learning.

12. Supplies and equipment are handled and stored in accordance with good safety practices. .....

13. Safety clothing and protective devices are provided, readily available, and used. .....

14. All power machines and manually operated equipment are provided with acceptable safety guards (mechanical/electrical); the guards are used by student and faculty operators at all times. .....

15. Students are informed prior to enrollment of all supplies they are required to purchase, where such supplies may be obtained, and how much they cost. .....

16. Except as noted in "15" above, all supplies necessary for instruction are provided for students. .....

# Instructional Space and Facilities

CHARACTERISTIC

EVALUATION:

.....

*Instructional space and facilities are and for the foreseeable future will be adequate to enable the program to achieve its objectives.*

GUIDELINES

..... 1. Utilities such as gas, air, water, and electricity are adequate and available at appropriate locations.

..... 2. Classrooms, laboratories, shops and other instructional space are adequate in size, location, arrangement, and facilities to provide for safe, orderly, and effective instruction.

..... 3. An area shielded from distractions and adequately soundproofed is provided for instruction in occupational theory.

..... 4. The location of instructional areas eliminates undue interference with or from other school activities.

..... 5. Adequate visual control and supervision of all instructional areas is possible.

..... 6. Provisions have been made for appropriate floor markings in laboratories and other facilities, identifying aisleways, work stations, potential hazards and traffic patterns.

..... 7. Ample space is provided for a free flow of traffic in classrooms, laboratories, and shops.

..... 8. An adequately located, furnished and equipped office area is provided for instructors for planning, for keeping records, and for consultation and administration.

..... 9. Space and facilities are provided for storage of scrap and salvage, student work in progress, instructional supplies, and movable tools and equipment.

..... 10. Suitable safe storage is provided for inflammables, chemicals, and gases.

..... 11. Appropriate first aid supplies are available and readily accessible in the classroom or instructional area.

12. Appropriate fire extinguishing equipment is available and conveniently located. .....

13. Adequate exhaust equipment is provided as needed in all instructional areas. .....

14. Instructional areas are clean, orderly, attractive, and maintained in accordance with good occupational practice. .....

15. Acoustics, light, heat, air conditioning, and ventilation are a equate throughout to protect health and provide good working conditions. .....

16. Program space has appropriate entrances and exits to each facility based on:
    a. The size requirements of equipment. .....
    b. The nature of vehicles or other machines on which work is to be performed. .....
    c. The size of items to be fabricated within the work space. .....

17. All corridors and doors to classrooms are of sufficient width to allow easy movement of demonstration equipment in and out of rooms. .....

18. Where customer work is to be part of the instructional program, provisions are made for receiving, storing, and delivering work with the least inconvenience to the instructor, and with provisions for maintaining records. .....

19. All laboratory facilities which require student change of clothing and clean-up are self-contained with locker, wash and lavatory facilities. .....

20. Flooring materials utilized in each laboratory or shop are appropriate to the nature of the learning activities within the facility. .....

21. Specific areas and equipment are color coded for safety purposes. .....

22. Emergency showers for acid and other injuries are readily accessible where needed. .....

# Program Self-Evaluation Report

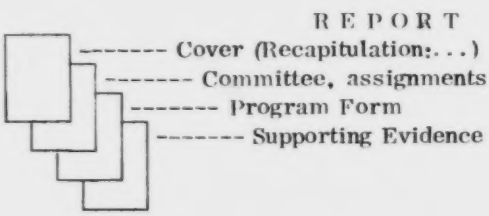
1. Submit copies of the report as instructed to the school Steering Committee. Keep a copy for Program files and for use by the Visiting Team during its visit. Make extra copies as needed for faculty reference in implementing improvements and for use in orienting new faculty members.

2. Use the "Recapitulation: Program Self-Evaluation" as the cover.

3. Attach a list of the people who prepared the report. If different people prepared different parts of the report, indicate the part(s) prepared by each.

4. Attach a completed Program Form. Be sure an evaluation is entered after each characteristic and guideline. The evaluation should represent the consensus of committee opinion.

5. Attach explanations, documentation, and supporting evidence requested. In your report, copy each of the headings below and put your answer after it. Include any other explanations or exhibits that might serve to explain or show the basis for evaluations, or help an outside reviewer gain a picture of the program. (If the information is provided elsewhere in the Institutional Self-Evaluation, indicate where it may be found.)




C O D E (for evaluations):
M = Major improvement needed; some serious weakness(es)
I = Improvement needed; no crucial weakness(es)
S = Satisfactory; adequate
E = Excellent; very well done
NA = Not applicable

SUPPORTING EVIDENCE

1. OBJECTIVES; NEED

(a. Attach or cite the program's statement of philosophy and objectives. Where is it published? Displayed? How and when made known to new students?

b. How are the program's objectives determined? Revised? Kept up-to-date with occupational requirements?

c. What evidence is there of need for preparation in the occupational field? That the need can be expected to continue?

d. What instructional sequences are offered by the program? Indicate amount of time and clock hours required for completion, in day and evening school.)

2. OUTCOMES

(a. What evidence is there that the program is achieving its stated objectives? Is enabling students to achieve the objectives for which they enrolled? What evidence is there that students, former students, and employers are satisfied with the program?

1) Give placement figures and per-

centages for the last three graduating classes. Indicate how many of the students were placed in positions directly related to their field of preparation. Give names and addresses of major employers.

2) How many students left the program last year, why did they leave, and what became of them? If possible, show:

| Number of Students | Completions | Withdrawals |
|---|---|---|
| Currently employed: • in field of preparation | | |
| • in related field | | |
| • in unrelated field | | |
| Currently unemployed | | |
| Currently enrolled in another school or program | | |
| Other (Explain) | | |
| Unknown | | |
| TOTAL | | |

3) Report such evidence as you have of advancement of your graduates on the job.

4) What was the completion rate for the last group that finished the program? That is, of all those who started, what percent completed?

5) What percent of your students last year were terminated or transferred out because of failure to learn the required skills and knowledge? For what other reasons are students terminated?

b. How does the program assist students and graduates in obtaining employment related to their field of preparation?

c. Attach or cite a copy of any certificate, diploma or degree awarded. What is the authority for awarding it? What are the requirements to earn it?)

3. ORGANIZATION, MANAGEMENT

(a. What governmental licensing applies in the occupational area?

b. What legislation or governmental regulation applies in the occupational area? To schools preparing for it? Have ready for reference by the Visiting Team during its visit copies of all laws and regulations governing the occupational area and preparation for it.

c. Attach a copy of the program admission requirements or indicate where they appear in your catalog or in other material submitted.

d. Describe steps in enrolling a student. How do you determine whether students are qualified for admission? What evidence do you require? What fraction of applicants for enrollment were rejected during the past year? On what basis?

e. What provision if any is made for inadequately prepared students?)

4. EVALUATION

(a. How is student learning assessed? Is the progress of each student measured against her or his own previous performance and her or

his own objectives? Explain. How are students kept informed of progress?

b. Include a copy of your written policy regarding performance levels required for graduating.

c. What systematic efforts are conducted to evaluate and improve the program? What data are systematically collected and analyzed for that purpose? What special research is conducted?)

5. CURRICULUM

(a. Submit an outline of subject matter in sufficient detail to reveal its scope and sequence.

b. What methods are used to keep subject matter up-to-date?

c. When and how was the last analysis made of the occupation? Explain.)

6. INSTRUCTIONAL RESOURCES

(a. How many staff members serve students in the program? Describe the staff and its qualifications.

b. List the instructional materials and equipment used in the program: text and test materials, supplements, teaching devices, audio-visual aids, and major items of demonstration and practice equipment.

c. Describe briefly the utilization, nature and size of library and other learning resources for reference use by students in your program.

d. In classrooms, shops, and laboratories requiring practice, how many pieces of similar equipment (or work stations) are provided? How many students are assigned to such instructional sections at a time (class size)?

e. What provision is made for hands-on experience? How much customer work is accepted? On what basis?)

7. SPACE, FACILITIES

(a. Describe the work space used by the program and show amount devoted to classrooms, laboratories, shops, administration, and service areas. A sketch of the floor plan would be helpful.

b. What provisions are made to protect the health and safety of students and instructors?)

8. PROBLEMS, IMPROVEMENTS

(a. What are the major problems faced by the program? How have you tried to solve them?

b. What improvements in the program have been brought about in the past three years?

c. Describe the extent of participation of program staff in professional or trade organizations in the field served by the program. Describe other activities engaged in to improve the competence of staff members.)

9. ADDITIONAL DATA, SUGGESTIONS

(a. Submit any additional data that would help give an accurate picture of the program.

b. After going through the self-evaluation, what suggestions have you for improving the forms or procedures in this document?)

Date:_____ Program Evaluation:_____

Program:_____

School:_____

Location:_____

Pilot Test Edition 12-71
*Program Form*

# RECAPITULATION:
## program self-evaluation

STATEMENT OF THE PROGRAM'S MAJOR STRENGTHS, WEAKNESSES, AND PLANS FOR IMPROVEMENT

*(Major Strengths)*

*(Major Weaknesses)*

*(Plans for Improvement)*

I certify that the information contained herein is correct to the best of my knowledge and belief.

_____
Signature, title: Head of Program

Pilot Test Edition

*RECAPITULATION: PROGRAM SELF-EVALUATION*

*Program Form*

*(Please print)*

| *Distinguishing Characteristics* | PRODUCT | | PROCESS | | | | |
|---|---|---|---|---|---|---|---|
| | *Philosophy/ Objectives* | *Objectives: Need* | *Org./Management* | *Advisory Committee* | *Teaching/ Learning* | *Curriculum* | *Supplies/ Equipment* |
| 1a | 1 | 1 | 1 | 1 | 1a | 1 | 1 |
| 1b | 2 | 2 | 2 | 2 | 1b | 2 | 2 |
| 1c | 3 | 3 | 3 | 3 | 1c | 3 | 3 |
| 2a | 4a | 4 | 4 | 4 | 1d | 4 | 4 |
| 2b | 4b | 5a | 5 | 5 | 2 | 5a | 5 |
| 2c | 4c | 5b | 6 | 6 | 3 | 5b | 6 |
| 2d | 4d | 5c | 7 | 7 | 4 | 5c | 7 |
| 3 | 4e | 5d | 8 | 8 | 5 | 5d | 8 |
| 4 | 5 | 5e | 9 | 9 | 6a | 5e | 9 |
| 5 | 6 | 5f | 10 | | 6b | 5f | 10 |
| 6 | 7a | 5g | 11 | *Research/ Evaluat'n* | 6c | 5g | 11 |
| 7 | 7b | 5h | 12 | | 6d | 5h | 12 |
| 8 | 7c | 5i | 13 | 1 | 6e | 5i | 13 |
| 9 | 7d | 5j | 14a | 2 | 7 | 6 | 14 |
| 10 | 8 | 6a | 14b | 3 | 8 | 7 | 15 |
| 11 | 9 | 6b | 14c | 4 | 9 | 8 | 16 |
| 12 | 10 | 7 | 14d | 5 | 10a | 9 | |
| 13 | 11 | 8 | 14e | 6a | 10b | 10 | *Space/ Facilities* |
| 14 | 12 | 9a | 14f | 6b | 10c | 11 | |
| 15 | 13 | 9b | 14g | 6c | 10d | 12 | 1 |
| 16 | 14 | 9c | 14h | 6d | 10e | 13 | 2 |
| 17 | 15 | | 14i | 6e | 11 | 14 | 3 |
| 18a | 16 | | 14j | 7a | 12 | 15 | 4 |
| 18b | 17 | | 14k | 7b | 13 | 16 | 5 |
| | *Objectives: Achievement (Outcomes)* | | 14l | 7c | 14 | 17 | 6 |
| | | | 14m | 7d | 15 | 18 | 7 |
| | *Placement:* | | 15 | 7e | 16 | 19 | 8 |
| | *Negative Outcomes:* | | 16 | 7f | 17 | *Learning Resources* | 9 |
| | | | 17 | 7g | 18 | | 10 |
| | 1 | | 18 | 7h | 19 | 1 | 11 |
| | 2 | | 19 | 7i | 20 | 2 | 12 |
| | 3 | | 20 | 7j | 21 | 3 | 13 |
| | 4 | | 21 | 8 | 22 | 4 | 14 |
| | 5 | | 22 | 9 | 23 | 5 | 15 |
| | 6 | | 23 | 10 | 24 | 6 | 16a |
| | | | 24 | 11 | 25 | 7 | 16b |
| | | | 25 | 12 | 26 | 8 | 16c |
| | | | 26 | 13 | 27 | 9 | 17 |
| | | | 27 | 14 | 28 | 10 | 18 |
| | | | 28 | 15 | 29 | 11 | 19 |
| | | | 29a | 16 | 30 | 12 | 20 |
| | | | 29b | | 31 | 13 | 21 |
| | | | 29c | | | 14 | 22 |
| | | | 30 | | | 15 | |
| | | | | | | 16 | |
| | | | | | | 17 | |
| | | | | | | 18 | |

*Code:*

M = Major improvement needed
I = Improvement needed
S = Satisfactory; adequate
E = Excellent; very well done
NA= Not applicable

# Glossary of Terms*

**ACCREDITATION:** The process whereby an organization or agency recognizes a college or university or a program of study as having met certain pre-determined qualifications or standards.

**ADULT EDUCATION:** Education designed to meet the needs of employed youth and adults or other people unable to devote primary energies to educational pursuits.

**BEHAVIORAL OBJECTIVES:** Objectives whose achievement can be measured in terms of performance. (See: PERFORMANCE OBJECTIVES)

**CAREER OBJECTIVES:** See: OCCUPATIONAL OBJECTIVES.

**CHARACTERISTICS:** Essential traits, qualities, or properties, particularly those which are distinguishing or identifying.

**CLIENTELE:** People whose vocational/technical education needs the institution or program expects to serve or is expected to serve.

**CLUSTER OF OCCUPATIONS:** Occupations for which a common core of instruction can prepare, as for example automotive trades which prepares for such occupations as auto mechanic, auto body repairman, automotive services, auto inspector, and brake adjuster.

**COLLECTION:** Books, periodicals, audio and visual materials, and other learning resources maintained for study and reference by students.

**COMMUNITY:** The geographic area, people, and labor market the school serves. May be confined to defined occupations and segments of the population from a wide geographic area, such as automobile insurance adjustors in the United States.

**COMPETENCE:** See: OCCUPATIONAL COMPETENCE.

**COOPERATIVE PROGRAM:** An educational program planned and supervised cooperatively by the institution and employers whereby students receive occupational and related instruction by alternating study in school with work experience in an occupational field.

**COORDINATOR (COOPERATIVE EDUCATION):** A member of the school staff responsible for administering the school program of work experience for students and resolving all problems that arise concerning on-the-job activities of the employed student. The coordinator acts as liaison between the school and employers in programs of cooperative education or other part-time job training.

**COURSE:** A defined segment of a program.

*Meanings of terms as employed in this document.

**COURSE OF STUDY:** A guide prepared by administrators, supervisors, and teachers of a particular school or school system as an aid to teaching a given subject or area of study. More detailed than a course outline and includes statement of methods, materials, and equipment needed.

**COURSE OUTLINE:** An outline of subject matter to be presented or learning experiences planned for a course.

**CURRICULUM:** A sequence of educational and skill development experiences designed to accomplish a particular purpose. The curriculum for a program of vocational/technical education is designed to prepare an individual for entry, promotion, or upgrading in a specific occupation or cluster of occupations. (See definition of CLUSTER OF OCCUPATIONS)

**DELIVERY SYSTEM:** A mode of rendering educational services, including all parts and functions needed to accomplish the desired purpose.

**DISADVANTAGED:** Educationally, economically, or culturally disadvantaged. Refers to those persons who, because of socio-economic conditions or lack of educational opportunity have not attained educational achievement normally expected for their age level.

**EVALUATION:** A measuring or assessing of effectiveness. An on-going process by which effectiveness and progress are determined, used to guide change and offer directions for program modification and operation.

**FACULTY:** Staff members whose responsibility is to the instructional program.

**FEEDER SCHOOLS:** Schools providing prior preparation for students.

**FOLLOW-UP:** Activities designed to evaluate the occupational status and progress of former students. Term may also be used for activities designed to serve former students' needs for further education or related services.

**FOLLOW-UP STUDY:** A study of the occupational status and progress of former students, as a means of evaluating effectiveness of the school's program of occupational preparation, of improving such preparation, and/or of determining needs of former students for further services.

**FUNCTION:** One of a group of interdependent elements contributing to a larger system, such as student recruitment or evaluation.

**GENERAL ADVISORY COMMITTEE:** A committee that advises an institution as to its vocational/technical education activities overall. (See also: OCCUPATIONAL ADVISORY COMMITTEE)

**GOVERNING BODY:** An appointed or elected group of individuals with the responsibility for the institution and for institutional policy making, e.g., the school board, board of directors.

**GUIDELINES:** The means by which significant characteristics in the evaluation of an institution or program are identified or measured.

**HANDICAPPED:** People with physical, mental, or emotional disabilities.

**INPUT:** Resources (human, financial, and material) and data used in the educational process.

**INSTITUTIONAL COMMUNITY:** All people connected with or affected by the institution including faculty, students, the people who support the institution, the people it is expected to serve, and the employers and occupational groups it affects.

**JOB ANALYSIS:** See: OCCUPATIONAL ANALYSIS.

**JOB DESCRIPTION:** A description of the work to be performed in a particular position.

**LABOR MARKET SURVEY:** A form of occupational census, taken by personnel trained to determine the number of qualified workers in designated occupations in a specified geographic or economic area, and to evaluate the need for increasing or limiting the numbers available for employment in the occupations surveyed. See: MANPOWER SURVEY.

**LEARNING RESOURCES:** All textbooks, reference materials, equipment, supplies and other items and materials needed for successful achievement of learning objectives.

**MANPOWER:** People available to perform needed labor.

**MANPOWER SURVEY:** A survey of manpower supply and demand in various occupations; provides basic data for a labor market analysis.

**NEGATIVE OUTCOMES:** Undesirable outcomes of the educational process, e.g., physical injury or maladaptive response patterns.

**OCCUPATIONAL:** Relating to the occupation(s) for which preparation is given (See: PROFESSIONAL)

**OCCUPATIONAL ADVISORY COMMITTEE:** A committee advising as to a program preparing for a particular occupation or cluster of occupations.

**OCCUPATIONAL COMPETENCE:** Includes technical knowledge and skills; manipulative skills; communication skills; human relations skills; work habits; and the ability to reason, to solve problems, to think independently, and to make judgments necessary for satisfactory employment in the occupation.

**OCCUPATIONAL INFORMATION:** Systematically organized data used by guidance personnel and others for the purpose of helping persons make a vocational choice. Material concerns the nature of the work, duties, responsibilities, and compensations involved in the several vocations,

including information about employment outlook, promotional opportunities, and entrance requirements.

OCCUPATIONAL OBJECTIVE: A specific recognized occupational goal, selected by the student, the attainment of which is the purpose of his vocational instruction. Also called: CAREER OBJECTIVE.

OCCUPATIONAL THEORY: The theory underlying occupational performance; information needed for making the judgments and analyses required by the occupation.

OPEN STACKS: Book shelves directly accessible to the students.

ORIENTATION LITERATURE: Literature designed to acquaint prospective students, students, and other members of the institutional community with the institution and its offerings and services.

OUTCOMES: Results of instruction, such as employment; increased earnings; and measured gains in occupational competency. The increments in abilities attributable to the learning experience.

OUTPUT: Outcomes of the educational process. (See also: INPUT)

OUTREACH: The process of interpreting vocational/technical education to the community and initiating contact with potential students, particularly that part of the clientele unlikely to be reached through normal promotion and recruiting efforts. May include adaptations made by an institution to assure delivery of services to its clientele.

PERFORMANCE OBJECTIVES: Statement of expected performance, the conditions under which the performance will take place, and the minimal acceptable criteria of performance.

POPULATION NEEDS ANALYSIS: An analysis of the clientele's needs for occupational preparation, retraining, updating or upgrading. Takes particular note of occupational preparation needs of unemployed and under-employed segments of the population included among the school's clientele.

POSTSECONDARY VOCATIONAL/TECHNICAL EDUCATION: Education designed primarily for youth or adults who have completed or left high school and who are available for an organized program of study in preparation for entering the labor market.

POST-TEST: A measure of performance ability conducted after an educational activity to determine its effectiveness in achieving planned objectives.

PRE-TEST: A measure of performance ability conducted prior to an educational activity, to determine need and readiness for the activity, and to provide a base line for measuring the effectiveness of the activity in achieving desired outcomes.

**PROCESS:** Used in the term "process and product" to refer to means used to achieve learning objectives. Includes all of the resources and efforts used by a school in attempting to develop learning.

**PRODUCT:** Used in the term "process and product" to refer to educational outcomes.

**PROFESSIONAL:** Relating to how to teach or manage learning; relating to the educational profession. (See: OCCUPATIONAL)

**PROGRAM:** A portion of the institution's overall vocational/technical education component designed to prepare for entry into a particular occupation or cluster of occupations, or to enhance proficiency in the occupation.

**PROGRAM PLANNING:** The process of planning activities and means for accomplishing a purpose. Includes definable steps: definition of problem, collection and analysis of relevant data, projection of alternative solutions, decision-making, and evaluation and modification following and during implementation.

**PROMOTION:** Efforts designed to acquaint the public or specific groups with the school and its services, and to develop desired attitudes or responses.

**RECRUITMENT:** Efforts designed to identify potential students and encourage their enrollment. The focus is on specific individuals.

**RELATED INSTRUCTION:** Courses of instruction in general or special subjects (e.g., English and mathematics related to shop and occupational requirements) designed to strengthen occupational competence.

**RESOURCES:** People, money and materials available to an institution in carrying out its purposes.

**RESOURCE:** A source of supply, support, or aid.

**SCHOOL COMMUNITY:** The total community from which the school draws students, support, and resources.

**SHOP:** Work experience provided in a school setting simulating actual occupational conditions. Also the facility where such experience is provided.

**STAFF:** People employed to operate an institution or program. Includes administrative staff, instructional staff (faculty), supportive staff, clerical staff, custodial staff, and others.

**SUPERVISOR:** The professional person responsible for the promotion, development, maintenance, and improvement of instruction in a given field and over a given area. Much of the supervisor's

work is concerned with in-service training for instructors. In some states, the supervisors are called consultants.

**VOCATIONAL/TECHNICAL EDUCATION COMPONENT:** That part of the institution devoted to occupational preparation and/or improvement of occupational proficiency. The sum total of vocational/technical education programs and services.

**WITHDRAWAL:** A student who withdraws from the institution and/or program either temporarily or permanently, prior to completing the program.

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